# Social Studies
## Curriculum

## Lesson Plans
## Class-III

For
Agahi Schools

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**Introduction.** The class III study is designed to increase children's knowledge about community life in a variety of contexts. They compare different communities both rural and urban in physical and human traditions.

The students will investigate how environments and communities change overtime through the influence of people. Using social studies character and life skills, students will examine communities and gain a better understanding of government, economics, and citizenship. The Competency goals set will be achieved at all places while teaching the curriculum.

### Competency Goals:

The learner Will:

- infer that individual's s, families, and communities are and have been alike and different.
- analyse the multiple roles that individuals perform in families, workplace, and communities.
- apply concepts of authority, responsibility and justice in a democratic society.
- summarise how services and activities have changed over time.
- exhibit good citizenship in the classroom, school, and community.
- apply basic geographic concepts and terminologies.
- evaluate the uses of economic resources in the community.
- analyse religious and other cultural traditions in the community.

### Skills.

1. The learner will acquire information from a Variety of sources.
2. Observe and interpret the visual data presented in historical photographs, paintings, and drawings of the people. Places, and historical events of communities studied.
3. Create a picture, collage, or Diorama depicting rural, and urban communities.
4. Create pictures of community and monuments, buildings and other points of interest.
5. The learner will use the information for problem solving, decision making and planning.
6. Compare the privileges and limitations of a position of authority and decide whether they balance. Give reasons to justify your decisions.
7. The learner will participate effectively in civil affairs.

## Resource Books

**Text** For teaching of Class 111 Social Studies the lesson plans have been made keeping the following textbook as the main reference.

Oxford
Social Studies
For
Pakistan -------- Book 111

## Reference Books For Text

1. Social Studies For Pakistan --------------------FEP International Private Limited
   Book 111 Pakistan
   By Farida Syed

2. Star Social Studies ---------------------------- Star book Depot
   Book 111 Urdu Bazaar, Lahore
   By Raza-ul- Haq Pakistan

3. Gaba Social Studies ---------------------------- Gaba Educational Books
   For
   Pakistan
   Book 111
   Talat Khurshid

# Social Studies Class-III

| Concepts | Contents | Activity |
| --- | --- | --- |
| 1.Environments and Communities<br>• The learner will apply basic geographic concepts and terminology<br>• Use correct terminology to describe landforms and bodies of water.<br>• Identify example of human environment interaction in the local communities.<br>• Apply the concept of movement that links the local and other communities. | The Earth<br>Land and Sea | • Define various environments e.g. desert, plains. Mountains, Hills, Valley, River, Lake, coast, Bay, Sea, Island, beach, Plateau, Waterfall etc.<br>• Students make models of these features and build a landscape.<br>• The students describe changes in environments caused by human inventions e.g. Plow, railroads, telephone poles, automobiles etc<br>• The learner will apply basic geographic themes to communities.<br>• Identify oceans and continents of the world. |
| 2.Examine maps and Globes.<br>• Students use map skills to analyze the influence of physical features on the building of communities in. | Maps and Earth | • Locate Northern and southern hemispheres using the equator<br>• Locate the eastern and western hemispheres using the prime meridian<br>• Use grids scales, and symbols to identify the physical features.<br>• Differentiate between towns , cities, provinces, countries and continents<br>• Compare Natural and human made boundaries. |

| Concept | Content | Activity |
| --- | --- | --- |
| | Our Country<br><br>Life in a Village..<br><br>Mansehra | • Recognize the physical features that influenced various community settlements<br>• Students to identify the physical characteristics of various environments of the local area.<br>• List natural resources of various environments<br>• Locate on a map the local settlements of Mansehra.<br>• We share the same planet- |
| Distinguish between similarities and differences.<br>• The learner will infer that individual families and communities are and have been alike and different<br>• Asses similarities and differences among communities in different areas Rural and Urban<br>• Recognize and explain reasons for economic interdependence in communities Rural and Urban. | For all to use services<br><br>Work<br><br>Cities<br><br>Life in a Village<br><br>Early Man<br><br>Transport<br><br>Festivals | Describe the various factors that draw communities together<br>• Identify the elements of culture e.g. language, governments, religion, food, clothing etc<br>• Identify the contributions of the environment to cultural development e.g. homes, agricultural products, clothing Industries, recreation, celebration.<br>• Identify the aesthetic expression of the community e.g. Art, Music, drama, dance etc.<br>• Name and describe the local festivals.<br>• Identify and analyse changes which have occurred in communities in different settings both Rural and Urban. Home professions, relationships, joint families etc<br>• Predict logical future changes on the lives of people in communities observed.<br>• Distinguish between National and religious symbols and explain why holidays are celebrated |

| Concept | Content | Activity |
|---|---|---|
| | | the way they are.<br>• Identify a variety of examples of cultural traditions. |
| Concepts of Authority, responsibility and justice in a democratic Society. | Religion | • Determine the need of people for Government e.g. maintaining law and order, justice for citizens. |
| | Road and Safety. | • Identify the role of Government e.g. make laws, provide security, taxation, education etc<br>• Follow agreed upon rules and accept responsibility for assigned tasks.<br>• Listen to and consider the opinion of others. |
| Demonstrate basic citizenship skills. | Our national Identity. | • Work within a group to establish acceptable behaviours and expectations.<br>• Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.<br>• Identify community needs that students can help fill personally. |
| Identify economic system and the concept of saving | Money and Banks. | • Analyze how individuals and families depend on Government services and how Government depends on their citizens.<br>• Describe the functions of different banks & Money in given communities |

## Content

# The Earth
# Land and Sea

**Purpose of the Lesson**: To develop in children the concept of earth and the proportion of land and water. Also to bring awareness of landforms and water bodies on earth.

**Objective.** At primary level the students will be able to

- Identify the roundness of the earth
- Develop a global perspective.
- Differentiate between land and water bodies.

**Words to Know.** Land and water forms: continents, Oceans, bays, peninsula, islands, straits, plains, mountains, and rivers. Deserts, plateaus, swamps. Valleys, hills, beach, sea, waterfalls.

**Background.** Children continually " read their environment" for clues as to what the still undefined people, places, and objects in their Young lives are all about. You can help children begin to make sense of their surroundings by directing them towards certain data or significant discoveries, you may help children inspect and identify physical features in their environment in a Variety of ways.

Activity-I. The teacher will help children inspect and identify physical features in their environment in a variety of ways

- If your playground has several different surfaces (sand, dirt, grass, concrete etc,), have the children observe each carefully and decide which is best for riding, or running. Discuss why the hardest surface is easiest for some tasks and the softest is easiest for others. Ask the children to find the area that would be best for digging, for tumbling, for resting or for other uses.
- U can use sand and water play to help children build model rivers, lakes, roads, mountains, farms, cities and the like. Toy vehicles ad addition fantasy to free play and help develop awareness of the different types of geographical features on the earths surface and how people use those features in their daily lives.
- Take a walk outside the school and locate various physical features identify houses, buildings, shops, parks, parking lot's etc. u should lead discussions to help the children compare and contrast the ways people use these neighbour hood features.
- Take a trip top a more remote area then the one in which the school is located. Encourage the children to look for different land formations and buildings, such as rivers, ponds, mountains, valleys, etc. lead a discussion of the ways this environment differs from their own, specially regarding clothing, work, play, and living arrangements.

Activity-2 Find pictures in magazines that illustrate various landforms, plains, plateaus, mountains, etc. (charts and posters from Tourism Department)

Activity-3 The students identify changes in environment overtime. e.g. New Roads, Highways, mountains being cut, new house built and fields removed. The teacher discusses how geographic features are influenced by human interaction. She asks the children its economic benefits and environmental hazards of pollution and loss of green areas.

Activity- 4 Bring a globe to the class and have the children locate large land areas an bodies of water. Ask the children what do they see more Land or Water? Have the children discover that the earth is composed of much more water than Land. Also most of the land is located north of the equator.

Activity –5 let the students observe the roundness of the globe, and the two poles with snow and cold regions. The teacher brings pictures of people in warm and cold dresses, and the students are given awareness of warm and cold regions of the earth.

**Evaluation.** The students identify and label the land and water features in a given diagram. The teacher brings Calendar pictures to the class for students to identify the Physical Features around the world.

# Earth: Land and Water Bodies

This drawing shows how much of the earth's surface is covered with water, and how much is land.
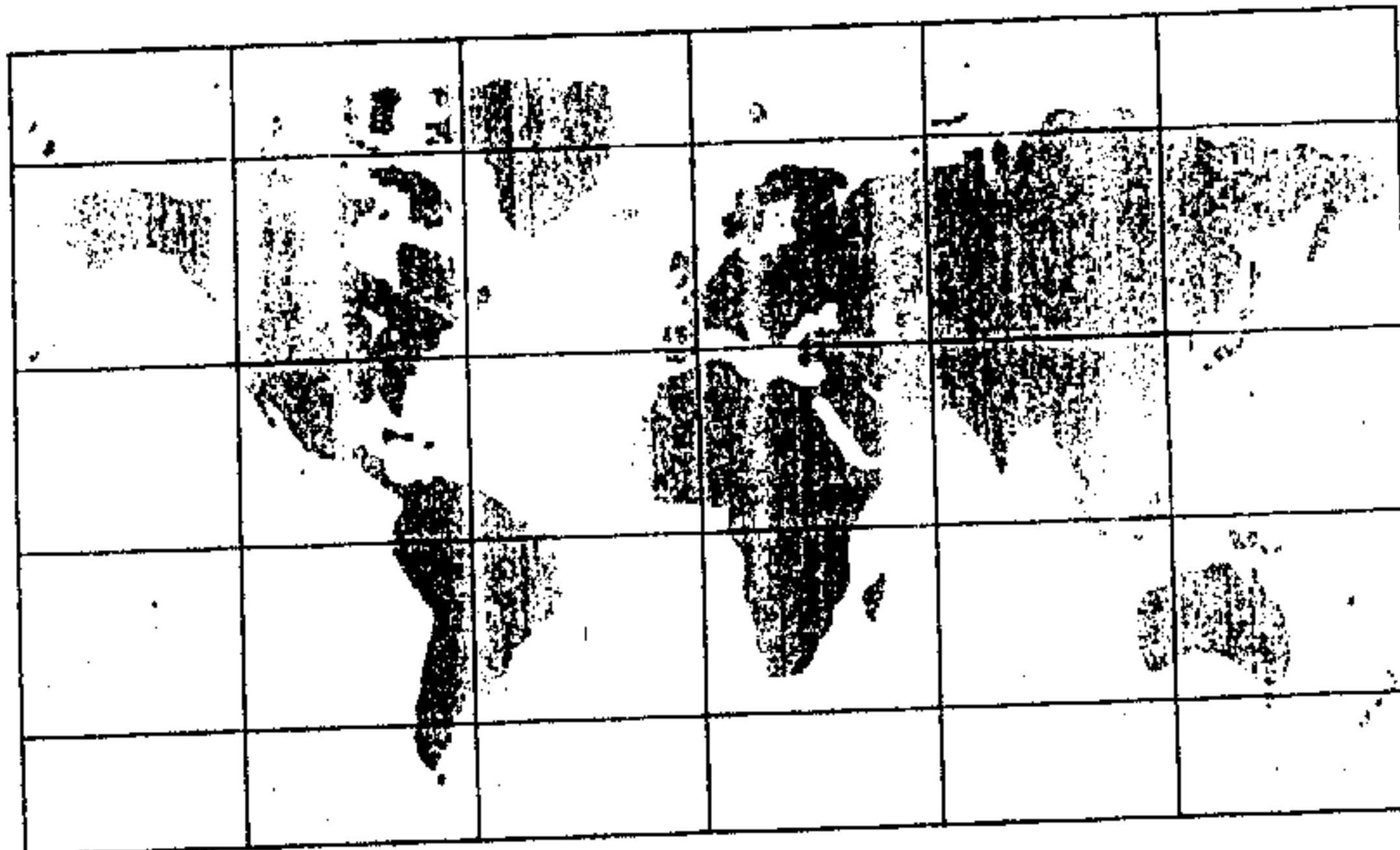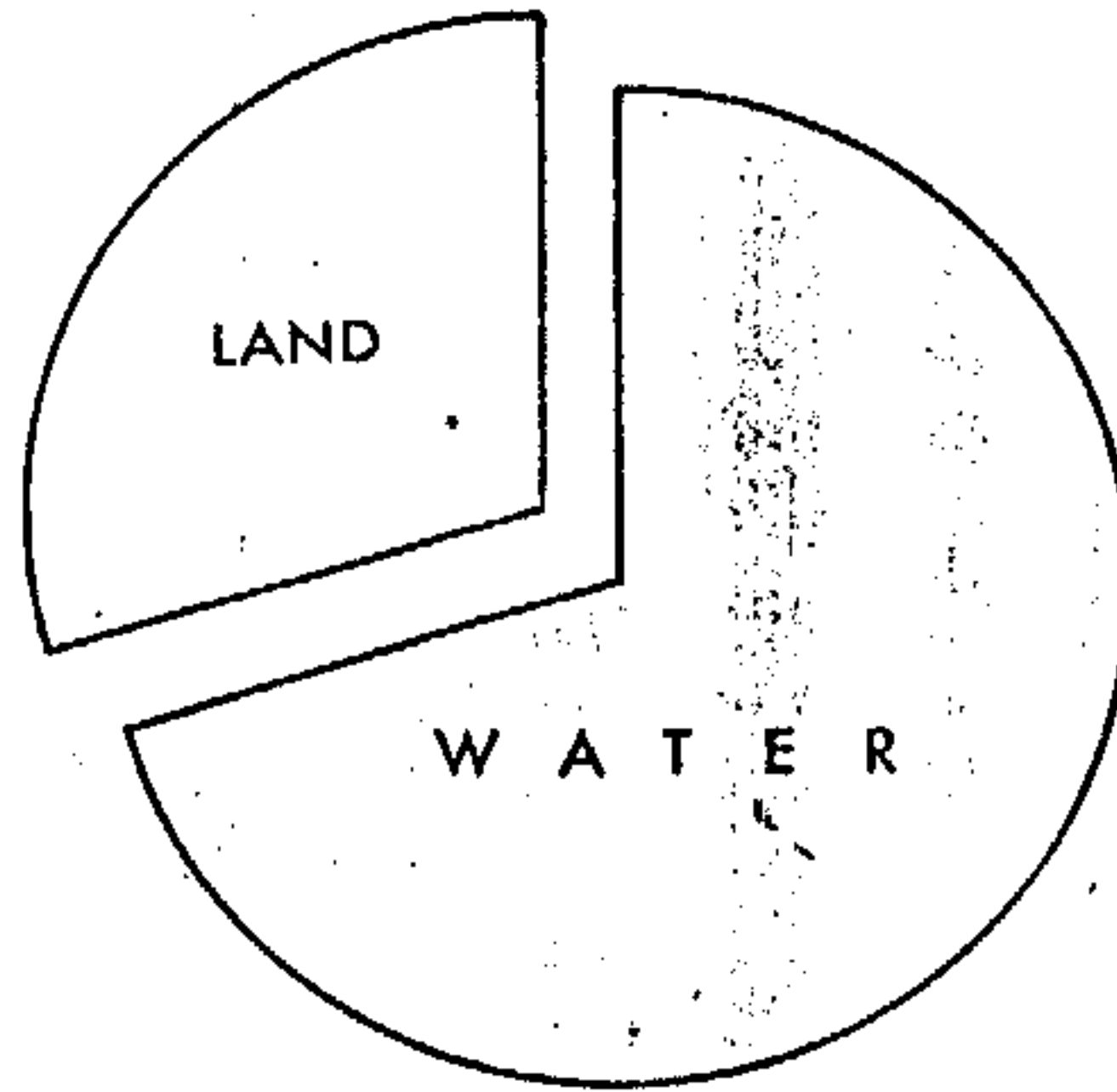
*Figure 10.4. Notice how differently the map and globe portray global relationships. In the Space Age we need to think of the world more as it is shown by the globe than the map.*

ARCTIC
OCEAN
ARCTIC OCEAN
NORTH
AMERICA
PACIFIC
ATLANTIC
EUROPE
ASIA
PACIFIC
AFRICA
OCEAN
Equator
Equator
SOUTH
AMERICA
OCEAN
OCEAN
INDIAN
OCEAN
AUSTRALIA
N
W
E
S
THE WORLD
Showing
Continents
ANTARCTICA

WORLD MAP
180
120
60
0
60
120
180
80
60
40
40
60
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80
60
40
40
60
80
180
120
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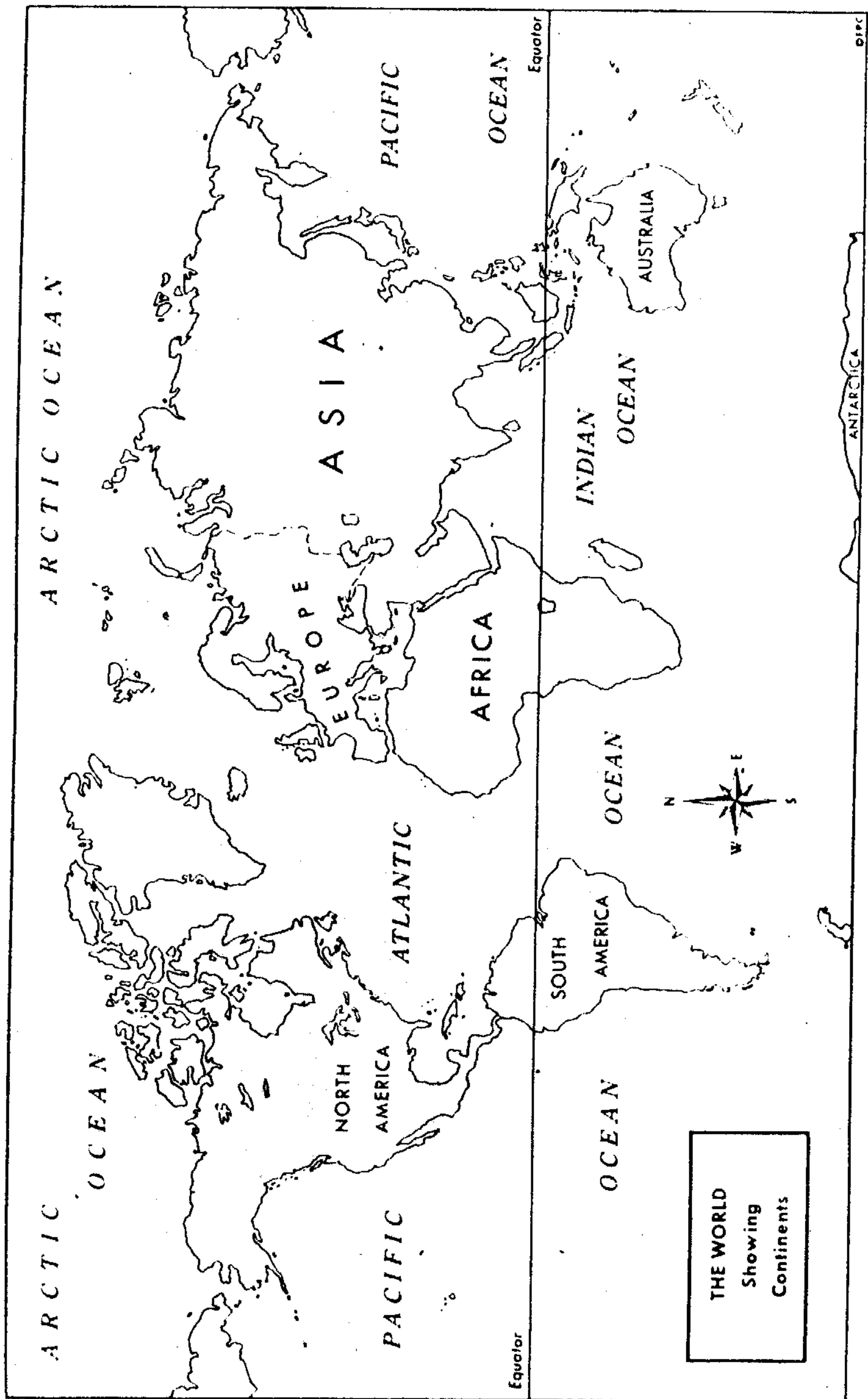
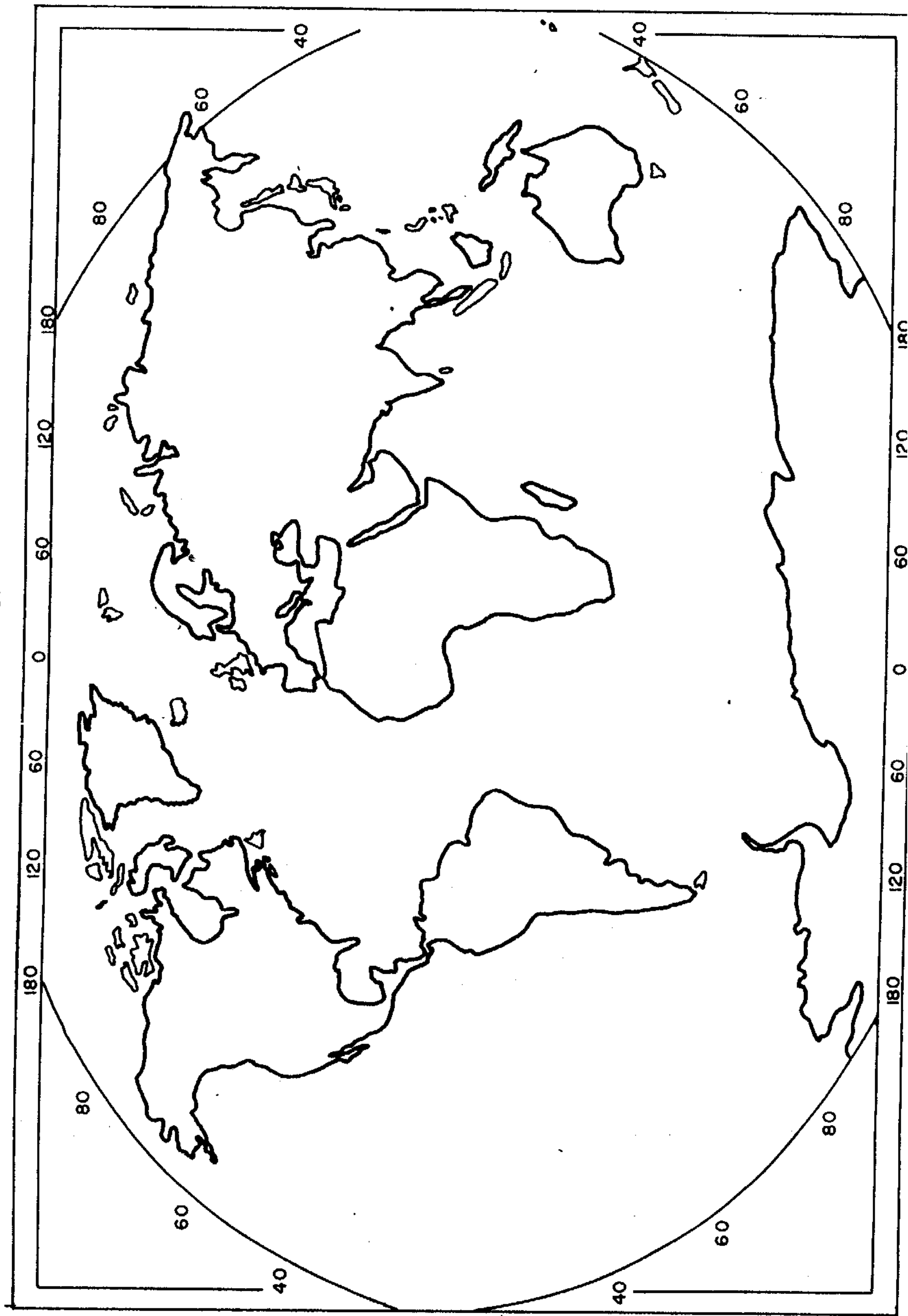

# The Earth in Space

**Purpose of the Lesson.** This is an important theme of geography where movement of earth, sun, and moon is taught to the students.

**Objective.** The learner will be able to

- Identify earth, Sun, and Moon
- The bodies which move and those which don't move
- those bodies which emit light and heat and which reflect light
- Define planets and name them.
- Describe the process of day and night.

## Background:

**Describe Earth- Sun- relationship**

Proper understanding of earth sun relationship is an essential ingredient of knowledge regarding diverse topics such as global time, seasons, and the changing annual wind patterns. Part of this problem is our language .We speak of the sun rising and setting. This terminology is based on an illusion that makes sense. As residents of the earths surface we are not physically aware that the globe is spinning on its axis. Hence the " rising" and "setting" terminology does accurately describe what we see, but this language does not properly describe what is going on. Adults (most of them, at least) know that the sun does not move, but rather that the earth's spinning only makes it appear to do so. Younger elementary children lack this understanding. Many of them really believe that it is the sun that does the moving.

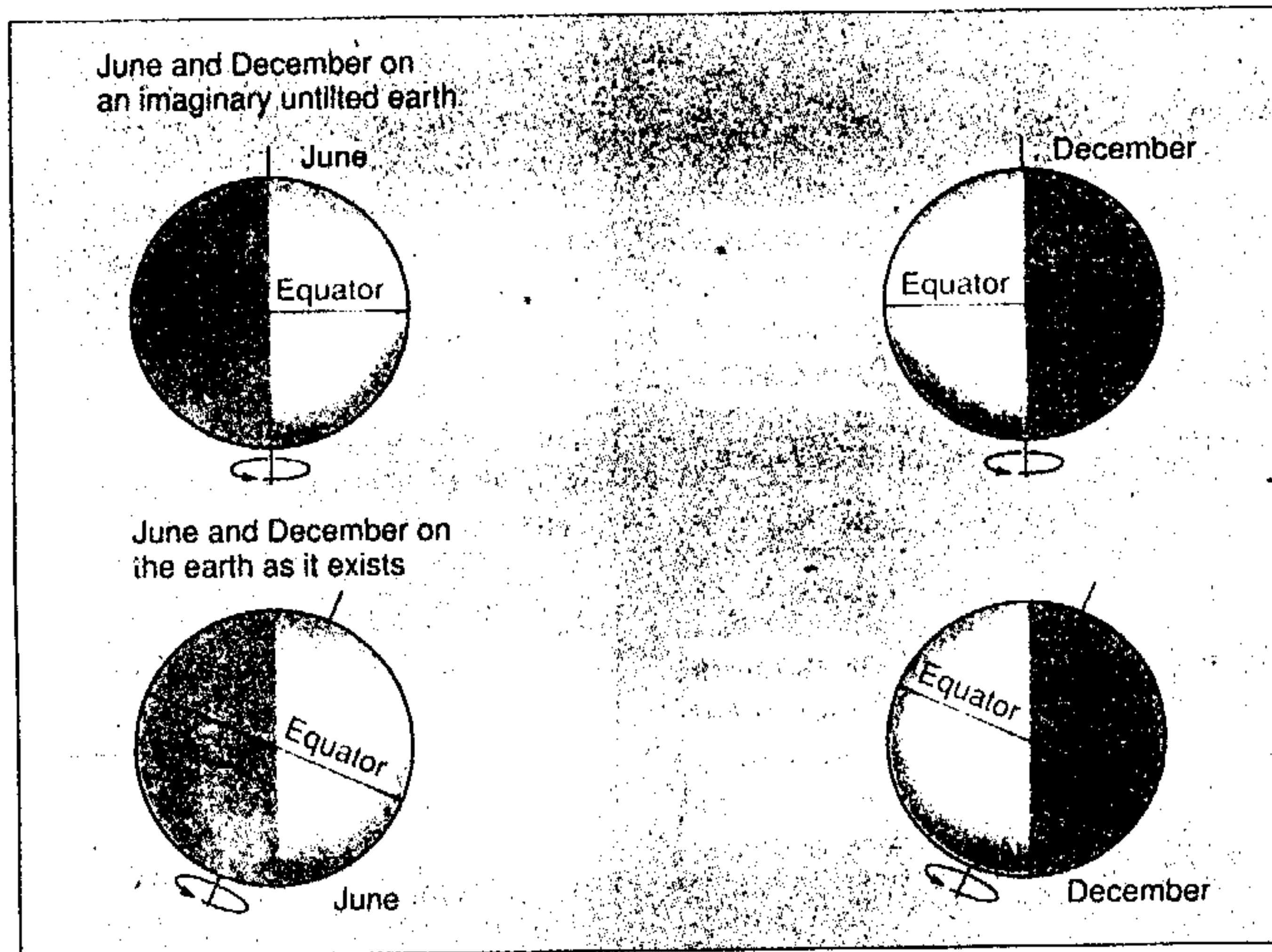
The teacher shows with experiments in the class how day and night evolves, and how the movement of earth brings this change.

Activity-I. Students make models of Sun Earth and Moon. They may take balls of different sizes and paint them orange for sun, blue and brown for earth, and silver for moon.
The teacher shows the side of the earth facing the sun and the movement of the earth to show how day changes to night and the students identify the earth moving and sun being still.

Activity-II. Students draw the diagram of the sun and earth to show day and night the teacher revolves the earth around the sun to show how day changes to night.

Activity-III. The students are shown a chart of the planets and they identify the earth as a planet. And learn the names of all the other planets.

**Evaluation.** The students write the process of day and night with the help of a given diagram.

# Illumination in Orbit

From Arthur Getis, Judith Getis, and Jerome Fellmann, *Introduction to Geography*, 4th ed. Copyright ©1994 Wm. C. Brown Communications, Inc., Dubuque, Iowa. All Rights Reserved. Reprinted by permission.

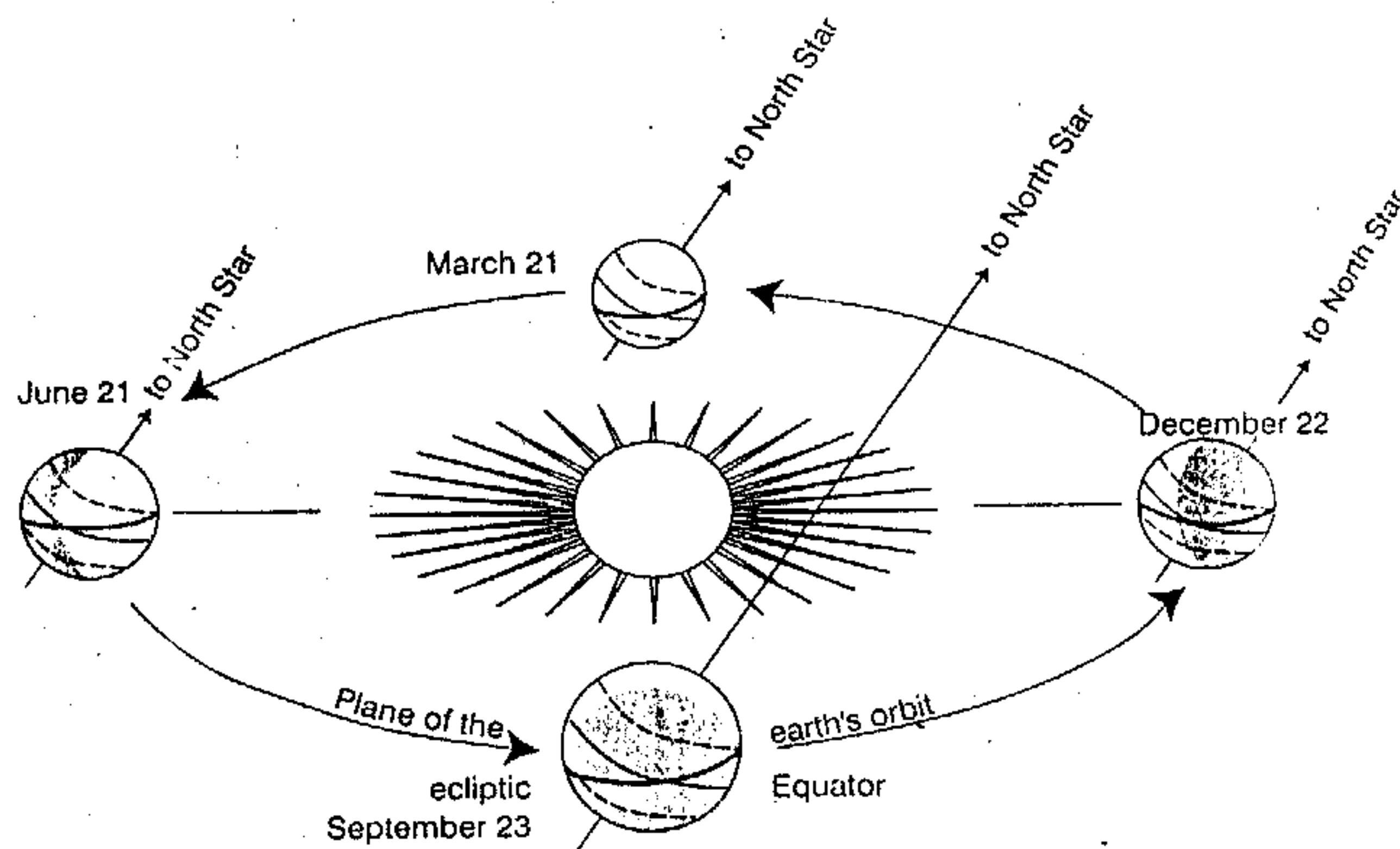



**Figure**
The location of the earth in relation to the sun on key dates. Many elementary pupils have difficulty accepting the idea that the earth does not swing back and forth or wobble on its axis. A figure such as this can help to explain what actually happens. The earth's axis always points toward the North Star. Note that the sun directly strikes its surface at different points at different times of the year.

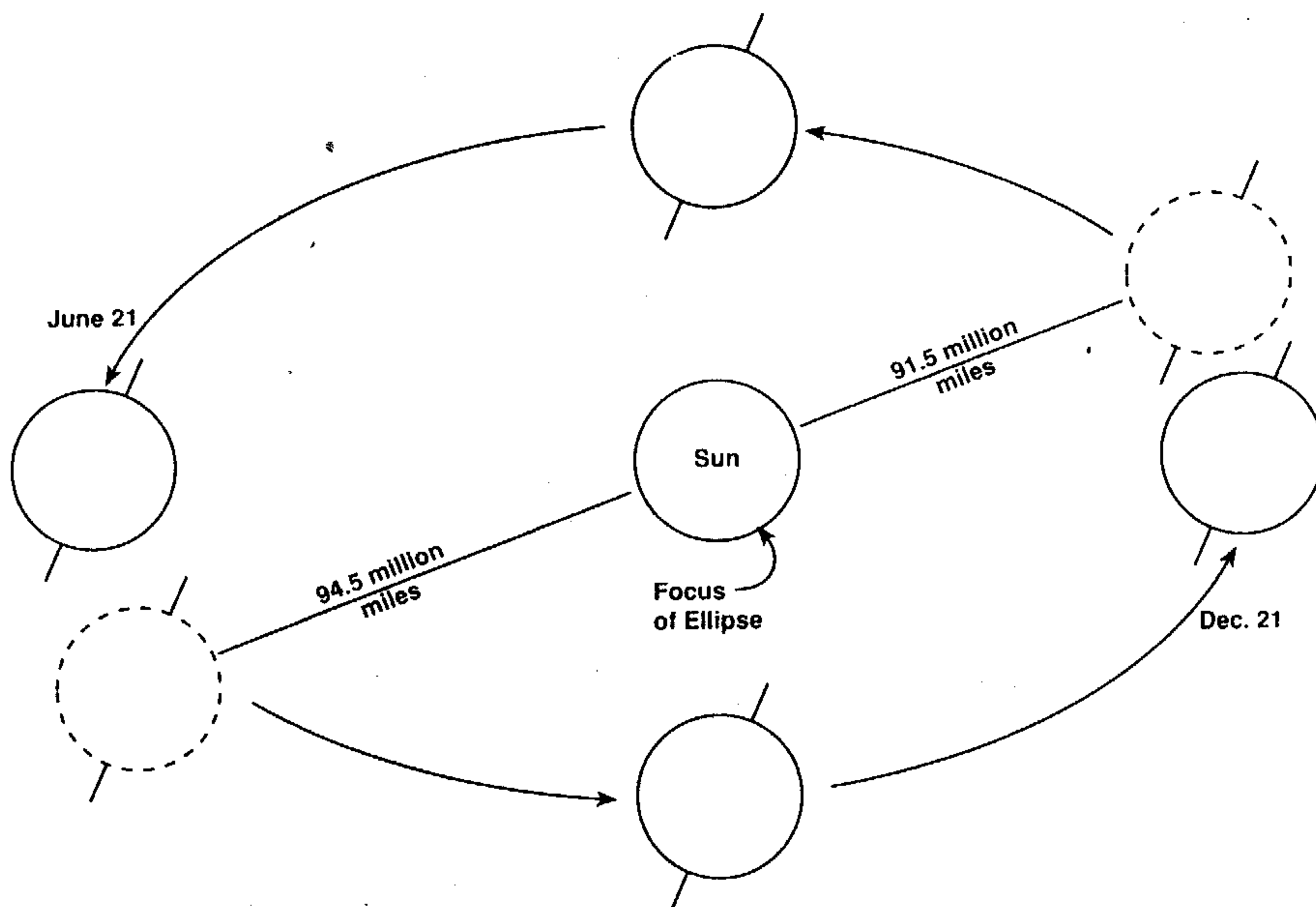
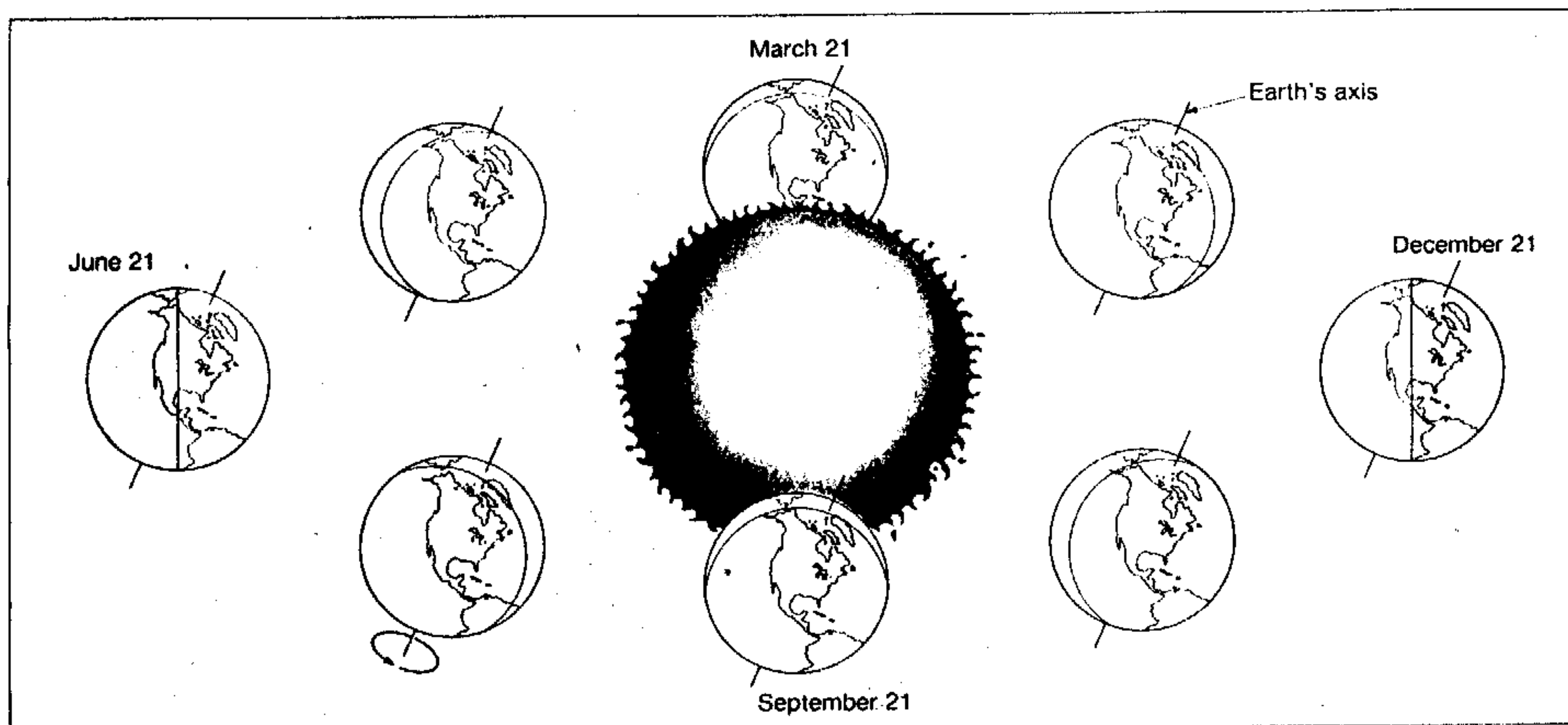



**Figure** *Earth's orbital plane.*

# Our Country

**Purpose of the Lesson.** The students develop an overview of Pakistan and its location in Asia.

**Objectives.** The learners will be able to

- Identify Pakistan on the map of Asia
- Distinguish borders separating the countries
- Describe that countries have their own culture and language
- People are alike and different
- Identify the four provinces and label their capitals.

**Background.** The teacher has to build the classroom environment for this lesson. She should have the following items for display.

- Map of Asia and Pakistan
- Flag of Pakistan
- Detailed charts of all provinces showing the culture of each province
- Picture of neighbouring countries
    - Iran, China, Afghanistan, India

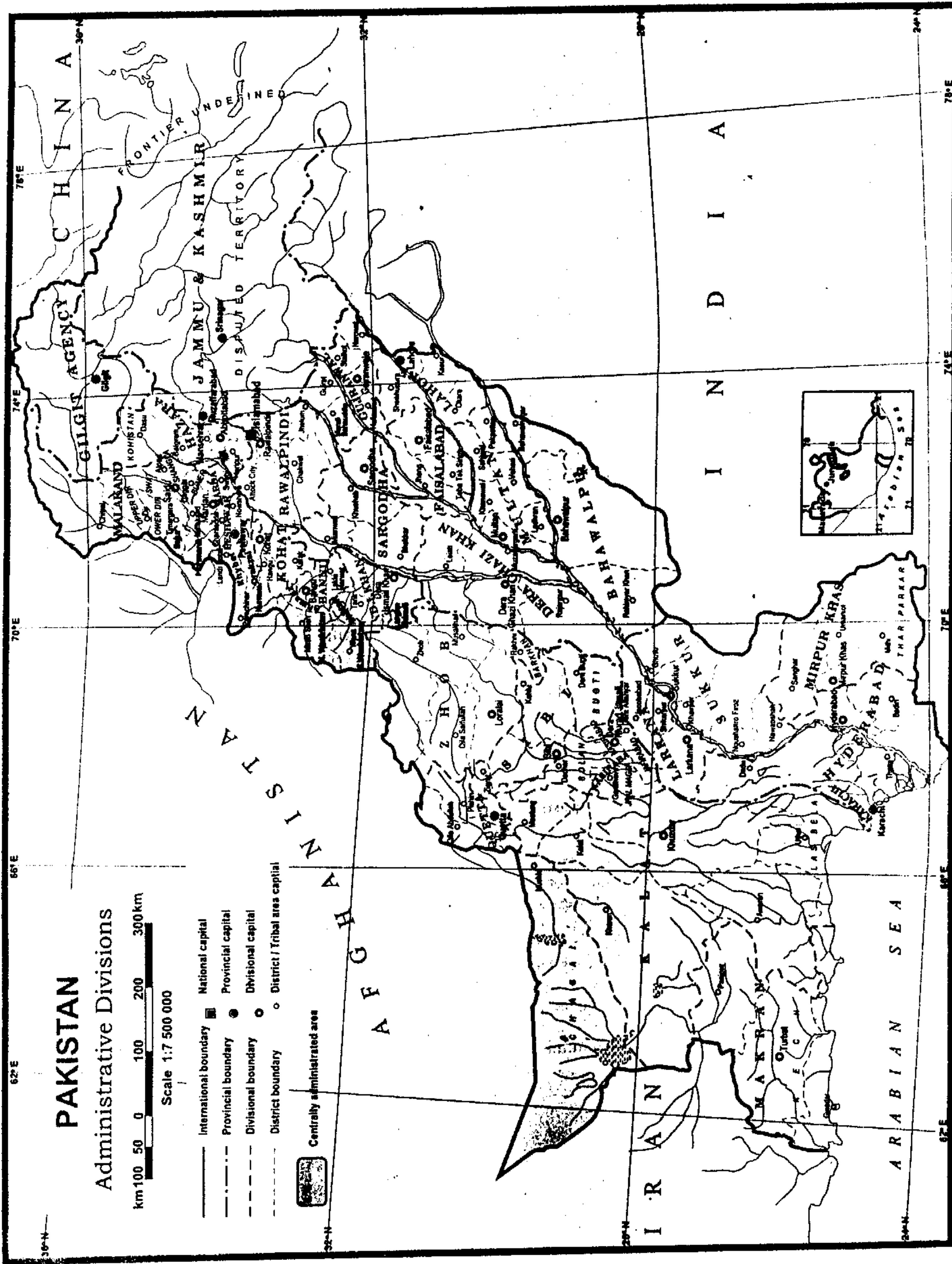
Activity-I the teacher shows a large map of Asia to the students and shows the different countries on it.. the students are guided to observe the borders of each country how it outlines and separates one from the other, these borders may be in the mountains or rivers.. the teacher guides the children to reach Pakistan and observe its borders.. the teacher has slips of the names of the neighboring countries which she puts on the maps for students to identify and also labels Pakistan on the map of Asia

Activity-II. The students are given an outline map of Pakistan to draw and label the provinces. The capitals of each province are marked and the students are asked to label it.

Activity-III. The teacher shows charts of all the provinces and the students talk about their observations of each province. Clothes, foods, houses, and professions and also the kind of physical features in that area

Activity-IV. The teacher shows the map of the physical features of Pakistan.. The Rivers of Pakistan are the backbone of its agricultural output. Students name and identify the rivers on the map of Pakistan. The children also draw the mountains and high peaks and the teacher describes the mountain climbers who come from all over the world to visit Pakistan.

Activity-V. The student's look for their own place on the map of Pakistan and the teacher highlights Mansehra on the map.

**Evaluation.** The students are asked to identify and label some rivers and cities of Pakistan. The students write 8-10 sentences about Pakistan.

# Mansehra

**Purpose of the lesson.** Students are made familiar with their own community and its resources.

**Objectives.** The learners will be able to.

- Recognize the local community and name its physical features
- Identify the map and some settlements in Mansehra
- List the natural resources of Mansehra
- Describe how human interaction has brought changes in Mansehra
- Name and identify some monuments and some outstanding people of Mansehra.

**Words to Know.** Mansehra, Names of Crops and names of settlements Of Mansehra

**Background.** It is in the local community that the teacher should sow the seeds of a lifetime study of human society. In the local community the child is introduced to geographical concepts, to the problems of group living to Government in operation, to the production and distribution of goods and services and to the rich historical heritage of the nation. The teacher may make use of the local community in two basic ways

- One is to bring some portion of the community to the classroom
- the other is to take the class out to some place or person of importance in the community

**Words to Know:** weavers, potters, police, firemen, doctors, and nurses

Activity-I. Students can be taken on field trips, which are preplanned and spots for visits are identified for their historical or geographical importance, the students discover the importance of these areas and take pictures , they write about the field trip in their own words.

Activity-II. Contact a long time neighbourhood resident to find out how the area has changed over time. Tape the interview and bring it to the class for children to hear and talk about.

Activity-III. Students are asked o bring old pictures of their homes and surroundings areas, to talk about how human activity has brought change in these areas.

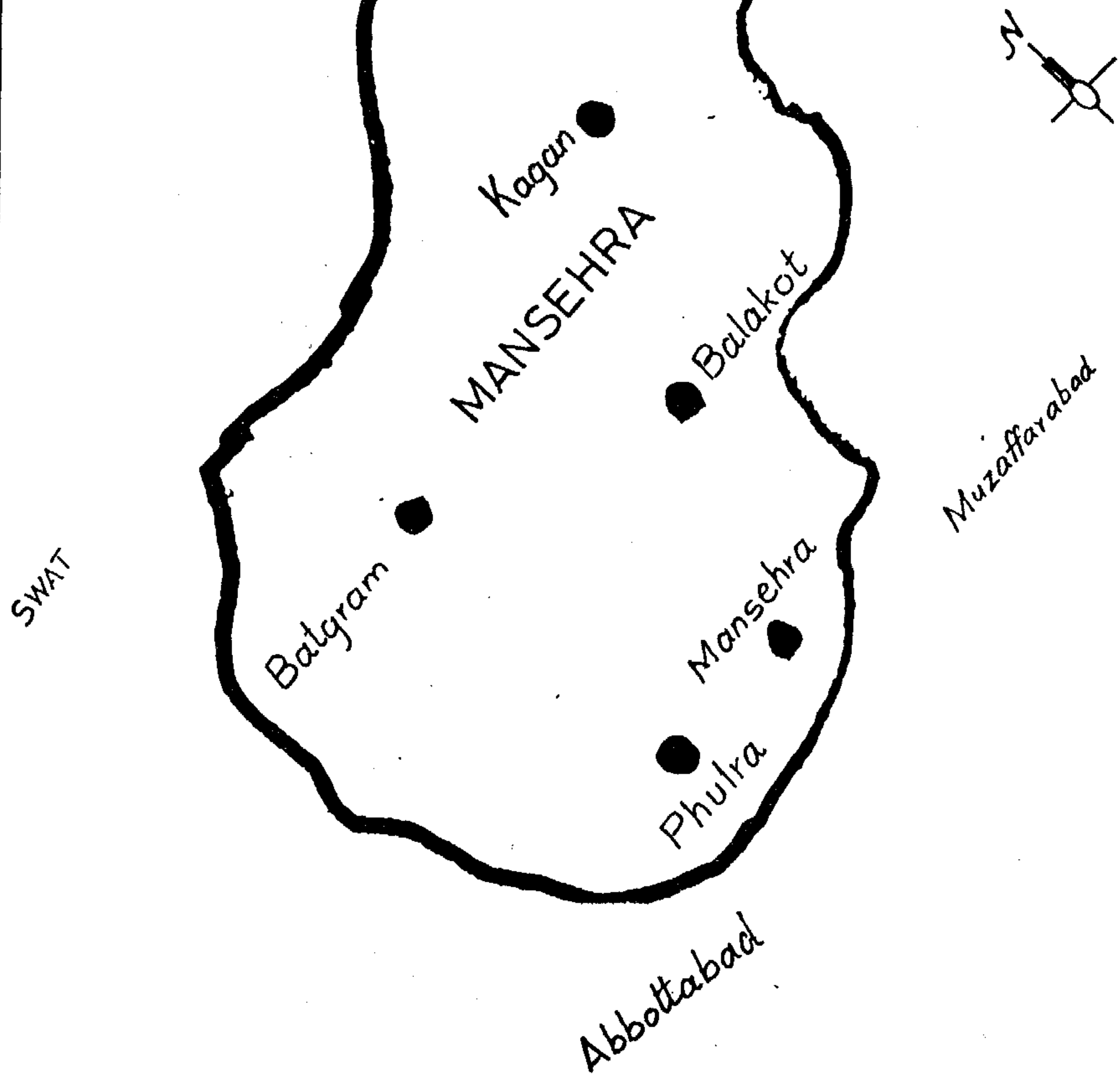
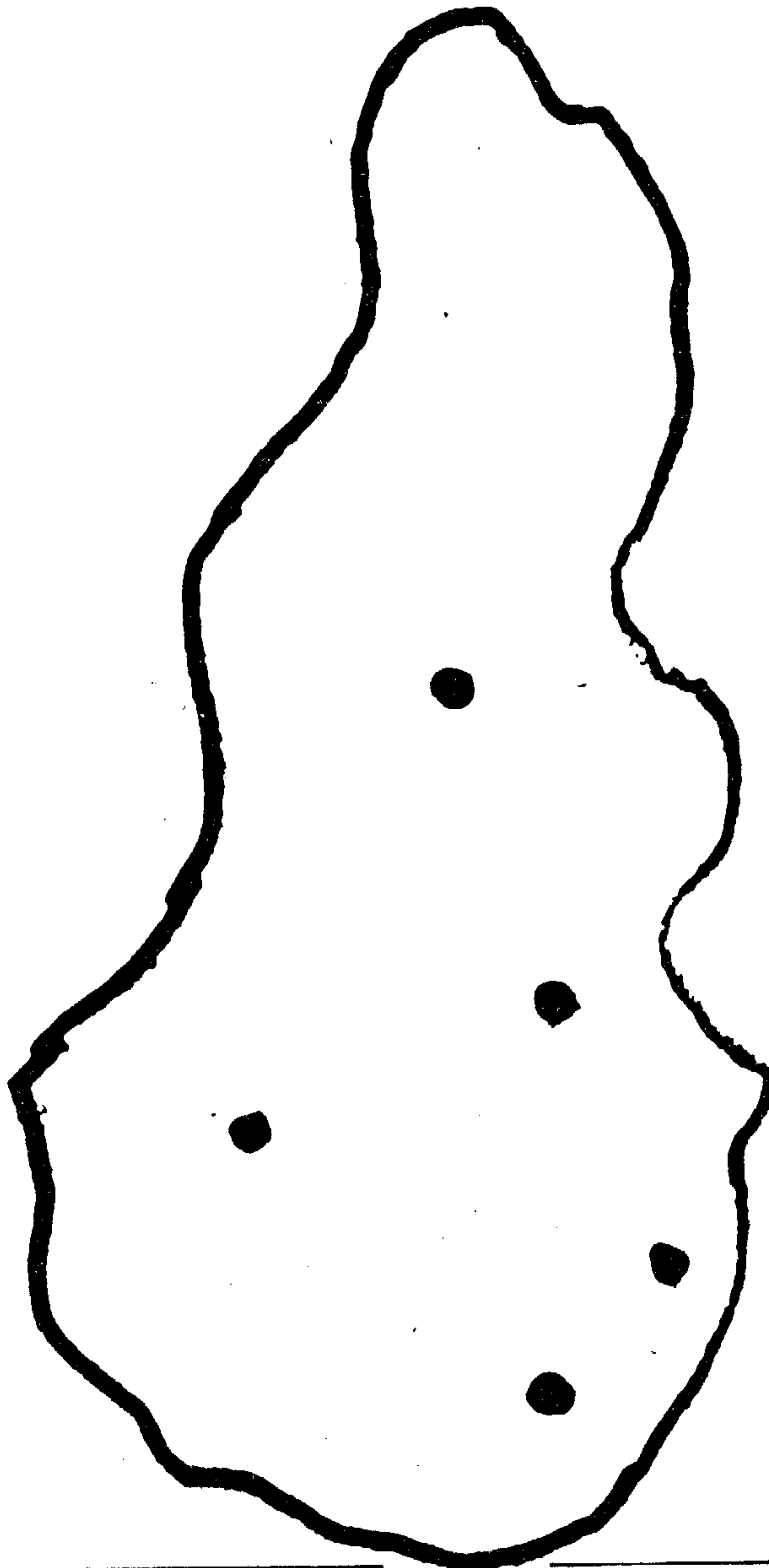
Activity-IV. The students talk about the recreation activities in their areas and what more can be done to improve the school and community.

Activity-V. Project on Mansehra. The class is divided into groups and each group is given a part of the project to work on.

1. Location- map of Mansehra
2. Communities Cutouts on the maps with names
3. Resources- natural and Manmade
4. Historical Facts- Time line showing important events of Mansehra's History.

5. Outstanding Features- Monuments, Personalities, events etc, Pictures, Books, magazines & newspapers of the area.
6. Handicrafts of the area

**Evaluation.** The students are observed for the knowledge of their area and community. The students make a presentation about Mansehra to other classes in the school.

MAP OF MANSEHRA
MANSEHRA
Kagan
Balakot
Batgram
Mansehra
Phulra
SWAT
Muzaffarabad
Abbottabad
N

MAP OF MANSEHRA
N

# For All To Use
## Community

**Purpose of the Lesson.** The lesson helps to develop in the children the spirit of caring and sharing and the needs of all in the community. How interdependence is seen as an important reason for communities to have been evolved.

**Objective.** The learner will be able to,

- Identify the formation of a community and who forms communities.
- Describe the agencies we share with each other in the community.
- Distinguish the cultures of different communities and their festivals.
- Observe the changes in the community over a period of time.

**Words to Know.** Museums, Schools, Parks, Banks, Railway Stations, Hospitals, Markets, Libraries, Bus stop, Police Station, Shops, Streets.

**Background.** The students and the teacher visit the community and make a list of all the services in that area. The teacher takes pictures of some of these places and talks about all these places in the class with the help of the children.

Activity-I. Each child is asked about what their family members do to earn and help the house running, the teacher finds out about the needs of the family and how they are fulfilled. The students find out how the community members pay each other for the services they do for each other. The teacher lists down all the professions that the students name during the discussion, and she highlights the interdependence of each other. We all need the farmer to grow the food , the doctor to treat us , the driver to drive the vehicles, the teachers to teach and run the school ,etc.

Activity-II. The teacher identifies all the facilities the citizens use with the help of the students. She shows pictures of the following agencies. Hospital, Post Office, Railway Station, Roads,, Traffic Signals, and the students are asked how the Government gets money to build them. The teacher narrows down the students to paying taxes, which each citizen gives for using these facilities.
The students discover that there is nothing for free; we have to pay for all the services we get. The teacher also then tells the students that they must take care of all these places since they are made out of our money only. The citizens own all these buildings and they only work in it.

**Evaluation.** The students are asked to list down ways by which they would take care of all the public places and community centers.

# My Community

**In my Community I have**

| People | Places |
|---|---|
| 1.Doctors | 1. Hospital |
| 2. ______________ | 2. ______________ |
| 3. ______________ | 3. ______________ |
| 4. ______________ | 4. ______________ |
| 5. ______________ | 5. ______________ |
| 6. ______________ | 6. ______________ |

**In my Community I do not have**

| People | Places |
|---|---|
| 1. ______________ | 1. ______________ |
| 2. ______________ | 2. ______________ |
| 3. ______________ | 3. ______________ |
| 4. ______________ | 4. ______________ |
| 5. ______________ | 5. ______________ |
| 6. ______________ | 6. ______________ |

**I take care of my Community by**

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

# Transport

**Purpose of the Lesson.** The students need to develop awareness about the effects of technology on their day to day life. How machines conquer time and distance.

**Objectives.** The students will be able to.

- Identify and describe different modes of transport
- Distinguish between Vehicles which are run by Engines and which are pulled by animals.

**Words to Know.** Truck, Car, Bus, Rickshaw, Engines Motorcycles, Carriage, Bullock Cart, vehicles, Tonga, Handcart, Raft, Ship, boat, Liner, Helicopter, Aero plane, train.

**Background.** The students are shown picture cards of different modes of transport and they identify the ones they are familiar with, and have seen in their community. The teacher will ask them to name these vehicles. She will ask the students why there is a need for different kinds of transports, the discussion will emphasize on the capacity of each vehicle and the availability in the community. She will try to generate all that the students know about these modes of transport.

Activity-II. The teacher asks the students to get into pairs and discuss why the need arose for using the engines. The teacher asks

- Which vehicle moves faster, an animal run transport or engine run transport
- What are the benefits of engine run transoport? It is time saving and faster
- Which vehicles can move over land, water and air?

Activity-III. The teacher gives worksheets with names of vehicles and the students have to classify them according to where they are used.

| Land | Air | Water |
|---|---|---|
| | | |

**Evaluation.** The students are asked to write 8-10 sentences on the transport they like best and why. Draw the vehicle you like best.

# Road Safety

**Purpose of lesson**: to develop awareness about traffic rules and symbols amongst students for safe movement on roads.

**Objectives:** the students will be able

- Identify and follow road to rules.
- Read the symbols on the road.

Words To Know: Footpath, Zebra crossing, Traffic signals,

**Back ground:** following the rules leads to ones safety. The students have to be made aware of this principle in life. Rules are made to avoid accidents and mishaps. They are not only for road but for all activities of life.

Activity-1: the teacher shows the cards with the traffic signs, the students have to describe what they understand from it, many of the signs are for the drivers but many are for the pedestrians also.

The teacher shows the children how to sit in the car and behave properly while the car is moving. She discusses with the students what would happen if the driver is disturbed, and how the people in the car can suffer.. She can bring pictures of accidents from the newspaper to the class.

Activity-2 The teacher introduces the class to traffic lights, and the children learn an interesting poem on it. " Red light Red Light
What does it say"
Through this activity the children know what the three lights mean and also why it is important to follow them.

Activity-3: the students are taken on the roadside and cross the road by following the rule for crossing. The students are shown a footpath to walk on, and the teacher discusses with the students if a footpath is not available how should they walk along the roadside.

Activity -4: The teacher encourages the students to make classroom rules, for e.g.

- The students will not make loud noises in the class
- The children will come on time to school
- The students will not spread litter in the class etc

**Evaluation:** the teacher observes how the students follow rules in making lines and taking turns in class and school.

# Roads Symbols

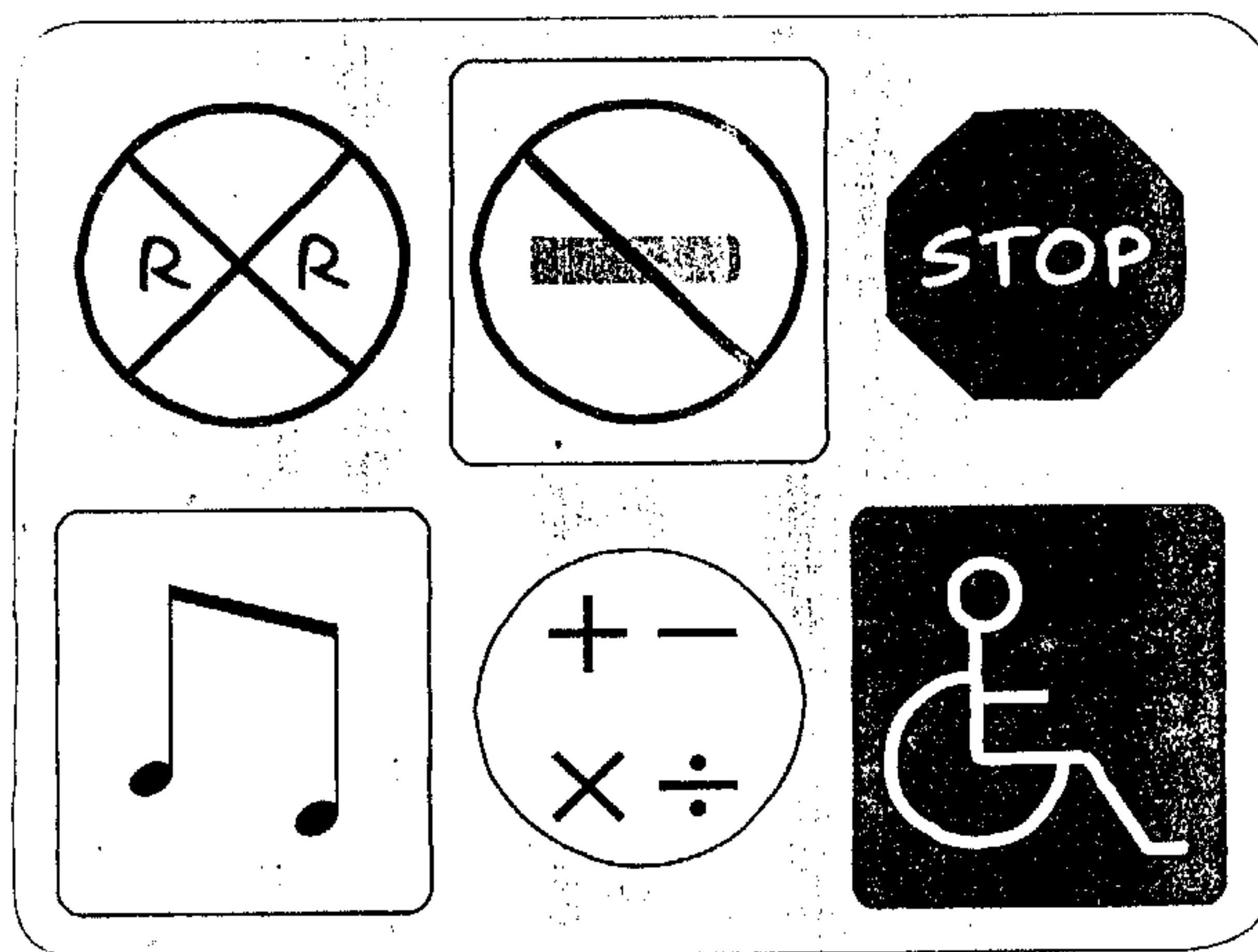
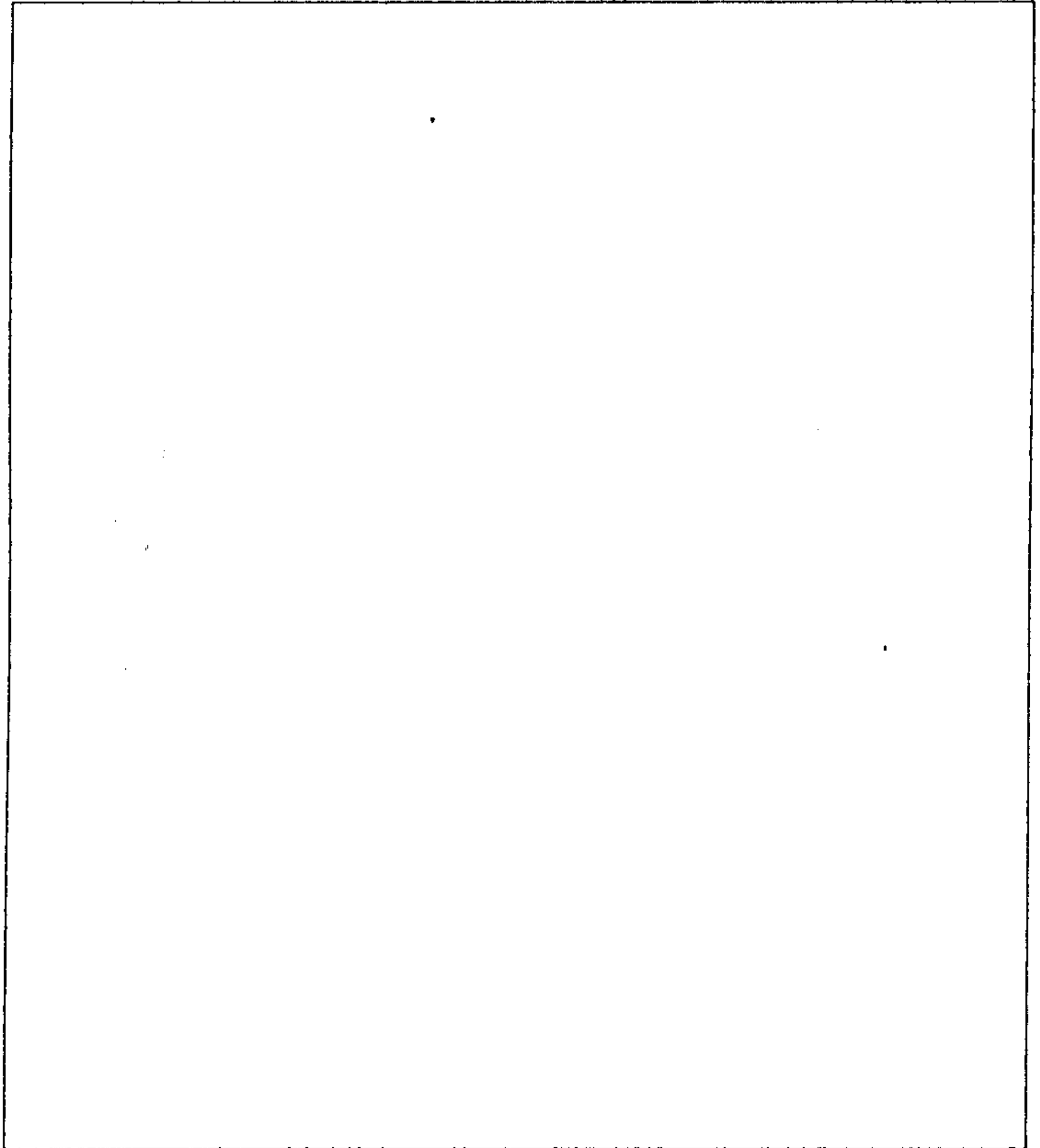



*Figure Children can be introduced to the concept of symbols through pictorial representations that they encounter in real life, such as the ones shown here.*

# Road Map & Symbols

**Draw a road map of the community and label it, use at least five symbols in the map.**

# Calendars

**Purpose of the lesson:** to bring awareness about time and measuring time, days, months and years.

**Objectives:** the students will be able to

- Read time on a clock
- Identify names of days of the week
- Name the month of the Muslim calendar and Gregorian calendar.

**Words to know**: names of Muslim calendar, names of the Gregorian calendar.

**Background:** there is much in the modern world to remind one of the importance of time. School starts at a certain time and finishes at a certain time. The periods are controlled by the fixed time spans in the school. The holidays, working days and exams are scheduled according to fixed months in a year. Children learn much about time relationships through ordinary living outside of the school. Children learn days of the week and the months of the year and become familiar with terms ordinarily used in referring to units of time such as noon, midnight, afternoon and morning, even if these are not taught in school. The school program can ensure that the students correctly learn these skills and they can provide the children the opportunity to practice using them.

Activity-1: the teacher places the names of the days on the bulletin Boards and each day the name is changed. The children repeat and learn the spellings. They discuss the class timetable according to each day.

Activity-2: the months of the year are displayed in the activities of each month. A time line showing school plans according to each month is displayed in the class for the students to learn the sequence of the months.

Activity-3: the Muslim calendar is made separately and highlighted with activities and celebrations on it. The students are given a worksheet to fill events according to each month.

Activity-4: the students and the teacher discuss how the calendar started. The teacher describe how the events in history lead to the beginning of dates. She identifies the beginning of Muslim calendar with the movement of prophet MOHAMMAD from MECCA to MADINA. The teacher displays BC and AD on the board and explains to the students what they signify. The students are then given a worksheet to label the months of the year with the activities.

**Evaluation:** the students are given cutting from the calendar and asked to read the days and the months with some activities done on those days and during those months

# Festivals and Religion

**Purpose of the lesson**: To develop the students respect and tolerance for all religions and cultures.

**Objectives:** the learner will be able to

- Understand different cultural and religious celebrations.
- Identify national days and their celebrations.

**Words to know**: Culture is defined as the attitudes, beliefs and traditions shared by a group of people and helps them to make sense out of their environment it influences how people perceive themselves and others, and exerts a powerful influence on the way they behave.

**Background:** the teacher must know that initially all the students regardless of race, creed, or social status come to the school as a culturally whole individuals, with a language, a set of values, attitudes, beliefs and knowledge. We need to understand cultural heritages of our learners so we can develop activities and interaction patterns that are consistent with their values and beliefs.

Activity-1: the teacher asks the students what do they do when they are happy about some thing?. How do they celebrate their achievements different students have different ways of celebrating. She tells the children how people react differently on such occasions the students identify the difference.

Activity-2: the teacher brings the pictures of EID celebration, Christmas celebrations, Diwali, Nauroze, etc, to the class the students see the festivity in all the pictures and tell the teacher about their observations. They find a happy mood some kind of celebration in all of them. They describe how all religions have their festivals on special days. They learn the names of the religions and their festivals.

Activity-3: the students collect pictures of EID celebration and all the activities related to it

- Chand raat
- Mehndi
- Bangles
- New clothes
- Sweets
- Gifts etc.
- Eid Cards.

Acrtivity-4: the students identify the national days of Pakistan.,They collect pictures of these days and discuss why these days are important in the history of Pakistan. The students make a time line of these dates.

Activity –5 the students prepare posters and slogans for celebrating National Days

Activity-6 the students should be shown movies related to the National Days. The teacher should bring National songs to the class.

**Evaluation:** The students show respect for festivals of other religions and also plan to participate in the activities related to national holidays.

# Money & banks:

**Purpose of lesson:** the learner will apply basic economic concepts to communities' and to learn the functions of banks and money.

**Objective:** the learner will be able to

- State the difference and similarities among means of economic exchange.
- Describe the functions of banks in given communities.
- *Identify money coins and paper money.*

**Words to know:** Barter system , accounts, banks, chequebooks.

**Background:** the primary school programs of instruction should be built around basic concepts like wants and needs, savings, money, banks etc. how to purchase with money or get things in exchange as done in older times.

Activity-1: the teacher discusses with the students why people need money the concept of needs and wants the students list down the things they need for a day to day living.
The teacher finds out how they get these things.

- Do they just pick up from anywhere?
- Do they exchange it for other things?
- Do they buy these things?

The students identify that nothing is free and every thing costs and has a price. The concept of money is introduced to the children. The students are shown coins and paper money of Pakistan.

Activity-2: the teacher opens a small shop in the class, and the students do the role play of buying and selling small items in the class. Some students become shopkeepers and the others come to buy with money.

Activity-3: the students are shown the currency of other countries and the names of these countries and currency is introduced to the students.
On a world map the teacher labels the countries and asks the students to match the names of the currencies with it.

**Evaluation:** the students are encouraged to save out of there pocket money and the teacher finds out about the savings of the children. She also makes the students identify the currency, both paper and coins.

# Money & Banks

**The following banks are located in my community / Mansehra.**

**Name of Banks.**

- ____________________________________
- ____________________________________
- ____________________________________
- ____________________________________
- ____________________________________
- ____________________________________

**In the bank we have**

- **Bank Manager**
- ________________________
- ________________________
- ________________________
- ________________________

**Draw the coins by rubbing technique.**

**Name the things you see on the following currency notes.**

**One Rupee Note** ____________________________________

**Two Rupee Note** ____________________________________

**Five Rupee Note** ____________________________________

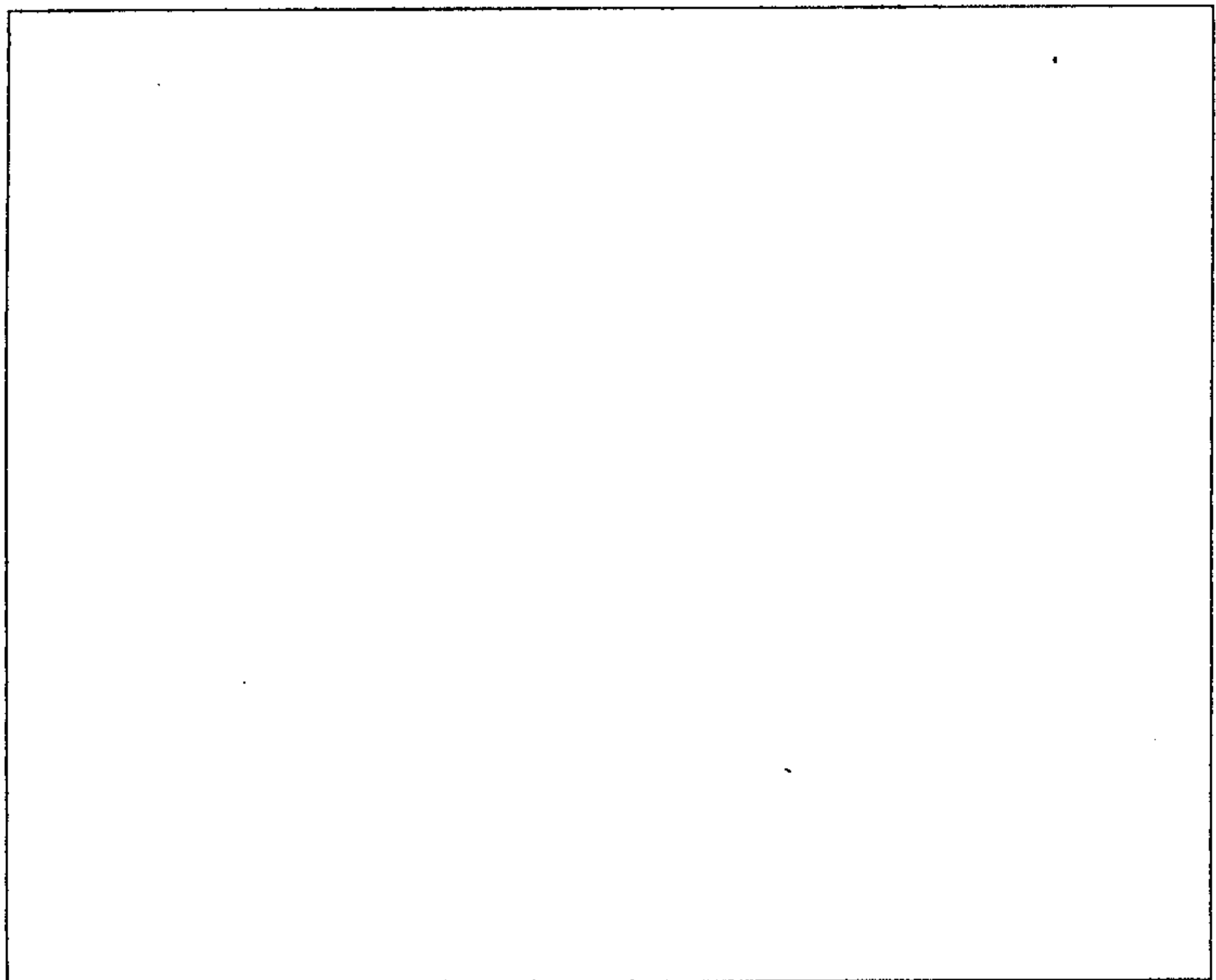
**Ten Rupee Note** ____________________________________

**Hundred Rupee Note** ________________________________

**Do you have any savings?** **Yes / No**

**Give reasons why?**

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

**If I save I can**

1. **<u>Buy new toys</u>**
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

**<u>Draw the picture of a Bank</u>**

# Maps

**Purpose of lesson**: primary school children should develop map and globe skills with knowledge of location, recognize shapes, utilizing scales, recognizing the symbols, utilizing direction, interpreting the information on the maps and globes.

**Objectives:** the learner will be able to

- Locate places on the map
- Read places on the map
- Identify land areas and water bodies
- Identify lines of latitude and longitude

**Words to know**: symbols, location, scale, latitude and longitude, continents, ocean.

**Background:** Maps and globes are vehicles for representing space symbolically. The essential features of all globes and maps are grids, colour, scale, and symbols. The ability to reload and interpret maps and globes like conventional reading is a summarizing skill

## Map making

Since it is important to provide continual development approach to instruction, the experiences in the initial phases of planned instruction should be remain concrete and not instruction should remain concrete and not very greatly from those of the pre mapping period. However, the emphasis changes from informal play to planning and developing accurate representations of some real observed environment. First environment be mapped should be thoroughly familiar to the children, for this is the most desirable environment is a classroom.

Activity-1 (3-d maps): the teacher asks the children to bring small boxes; empty juices or milk packs are suitable. Each child writes his and her name on it. A large poster paper or chart sheet is placed on the floor and the teacher discusses with the students that these boxes are to represent individual desks. They describe to place the first one and the rest follow as they sit in the class. Then other features are placed accordingly when all the features are placed. The students see it from the top this is what is described as the birds eye view concept. Other objects may be placed in such a way that students have a bird's eye view, like umbrella, truck, etc.

**Flat maps**: After the 3-d classroom representation has been properly used, begin the translation from this concrete experience to one that is slightly more abstract. Ask the students to look at these models from the top and on the chart paper draw the out lines around the pieces. This will lead to a flat map.

**Map symbols**: to reinforce the concept of the map symbol through the activities that go beyond classroom maps, present the children with some easily recognizable symbols they might see

every day (e.g. attached). Teacher asks children what each sign or symbol means. Explain that a symbol is a sign that stands for some thing. Illustrate this idea by showing a familiar object like an airplane, ask the children to draw an airplane, say the word, and write the word on the chalk board. Help the child to understand that some sounds are symbols; pictures are symbols, written words are symbols.

Activity-1: the children can be given words to make their own symbols like tree, mosque, house, pole, school, playground, pound etc. the children can make their own map with these symbols placed on it.

Activity-2: now the teacher can introduce standard symbols shown on maps. Show the picture of actual mountains and then point out the symbols on the map and also write the word. Similarly for bridge, lake, pond etc. can be shown. After completing the entire map transfer and the symbol recognition procedure, the children will be ready for a new skill direction.

**Direction:** the method of introducing children to the directions is to make learning experience meaningful.

Activity-1: primary grade children enjoy going outdoor with a compass to find the cardinal directions,(north, east, west, south). After the children locate north on the compass they can soon locate south and west to the left.

Activity-2: on a sunny day at noon, the children will find that their shadows will point in a northly direction.

Activity-3: after the children have had this fundamental introduction to direction, extend their learning to their classroom maps. The students may place the direction cards after finding out from the compass; they will discover that the front of the class is not always the north.

**Scale:** the idea of the scale should be introduced in a relative way rather in a mathematical way, sense in primary grades the teacher may take photographs of the class and show the students the relative proportion of the objects in the picture as compared to the actual object.

**Evaluation:** The students are given diagrams to identify the symbols and locate places on the map.

# Using The Earth's Guidelines

To make use of a parallel of latitude and a line of longitude in finding a certain place on the earth. Latitude is measured in degrees, the equator is zero degrees latitude, all the other lines of latitude are drawn parallel to the equator, and they get smaller as they near the poles, because of the earth's spherical form. Those north of the equator are tropic of cancer at 23-½ degrees north and tropic of Capricorn at 23-½ degrees south. The next circles are Arctic Circle in the north and Antarctic Circle in the south, these lines are at 66 ½ degrees north and south.

Longitude lines or meridians radiate from the North Pole, draw further apart because of earth's spherical shape, they converge and reunite in the South Pole. One line of longitude is marked zero degree and is sometimes called the prime meridian. It runs from the North Pole, through the site of the former royal observatory at Greenwich near London, to the South Pole, and it is the line from which all other lines of longitude are measured east or west.

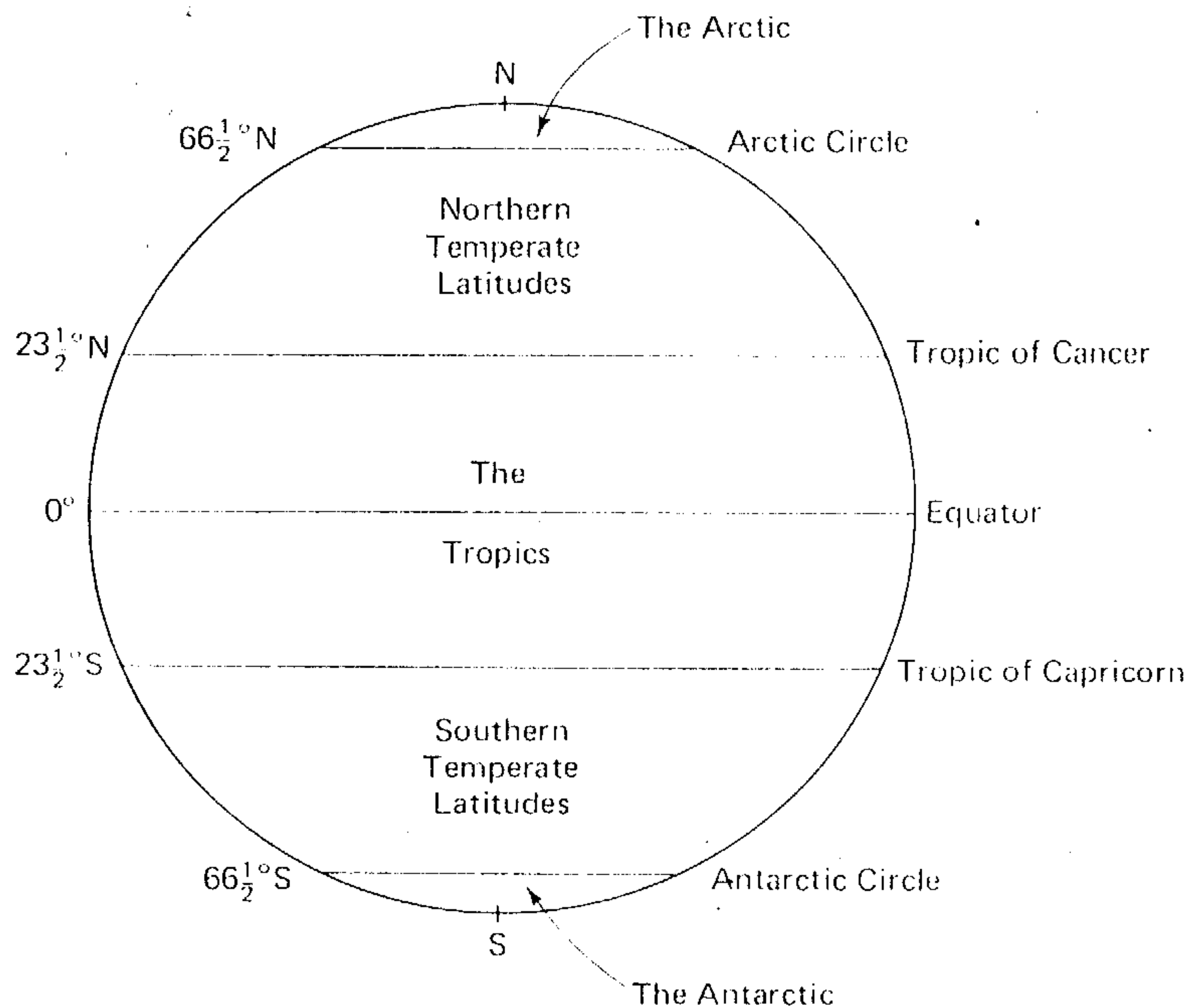



*Fig. Special parallels and zones*

# Circles Great and Small

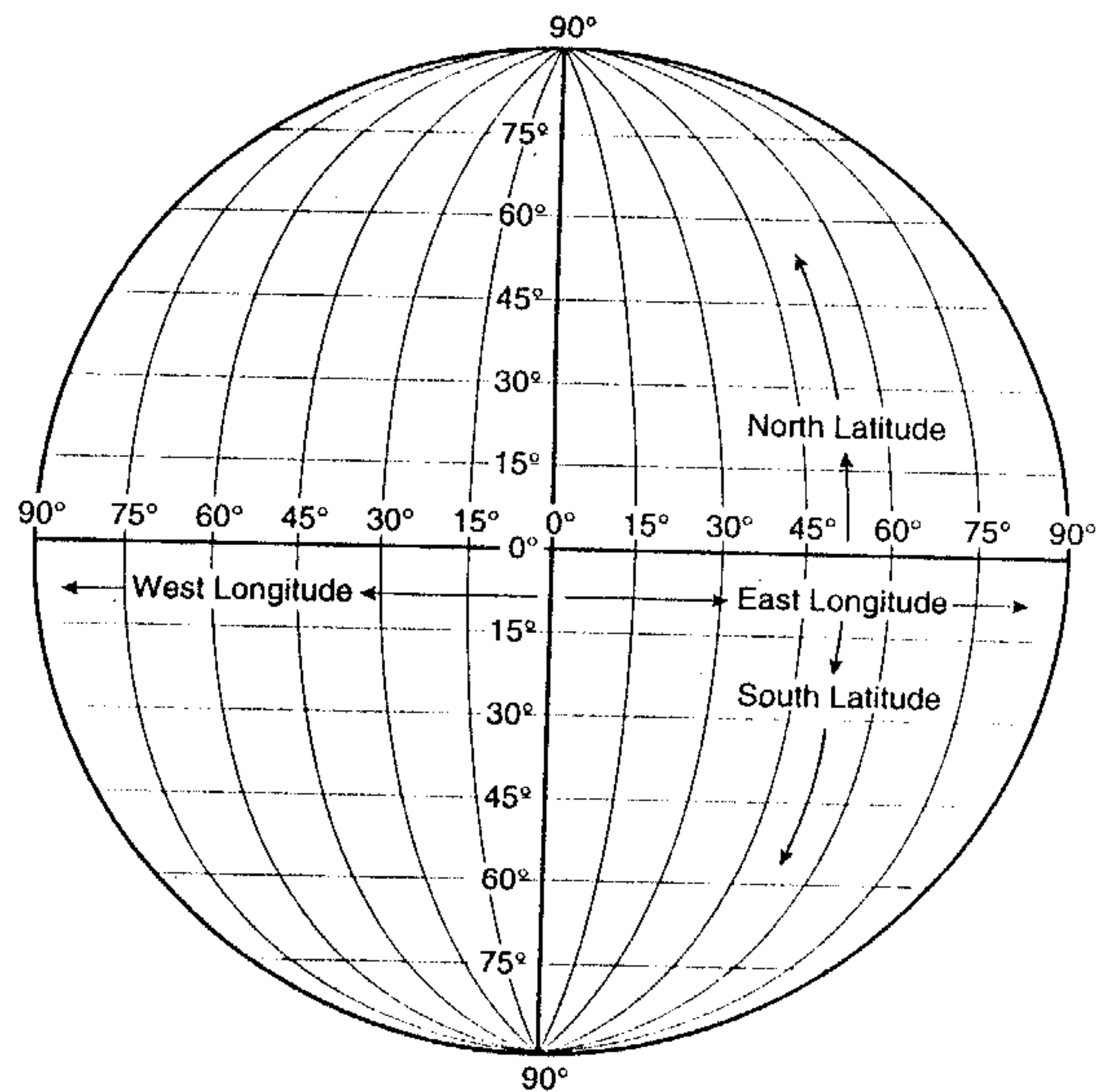
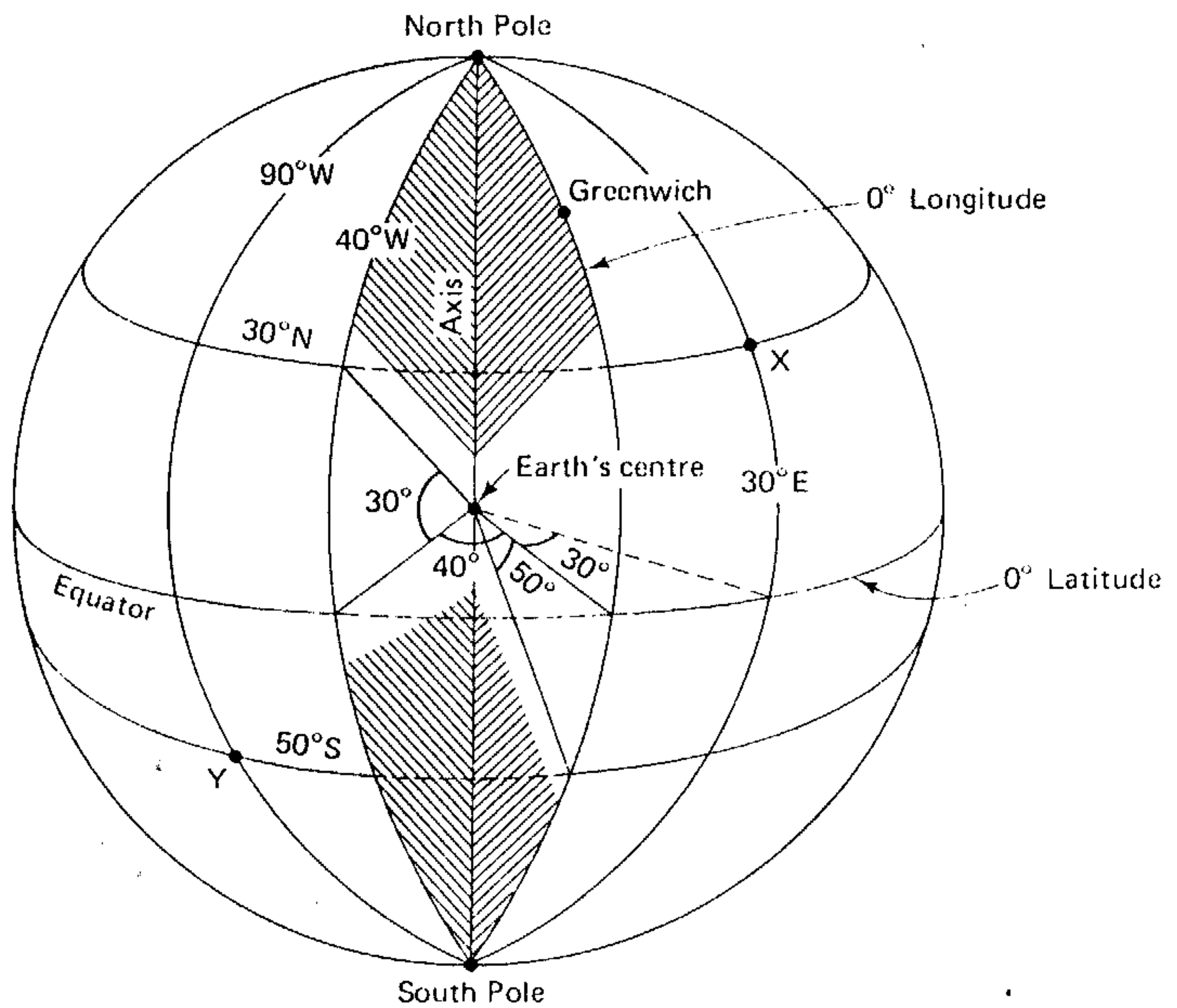
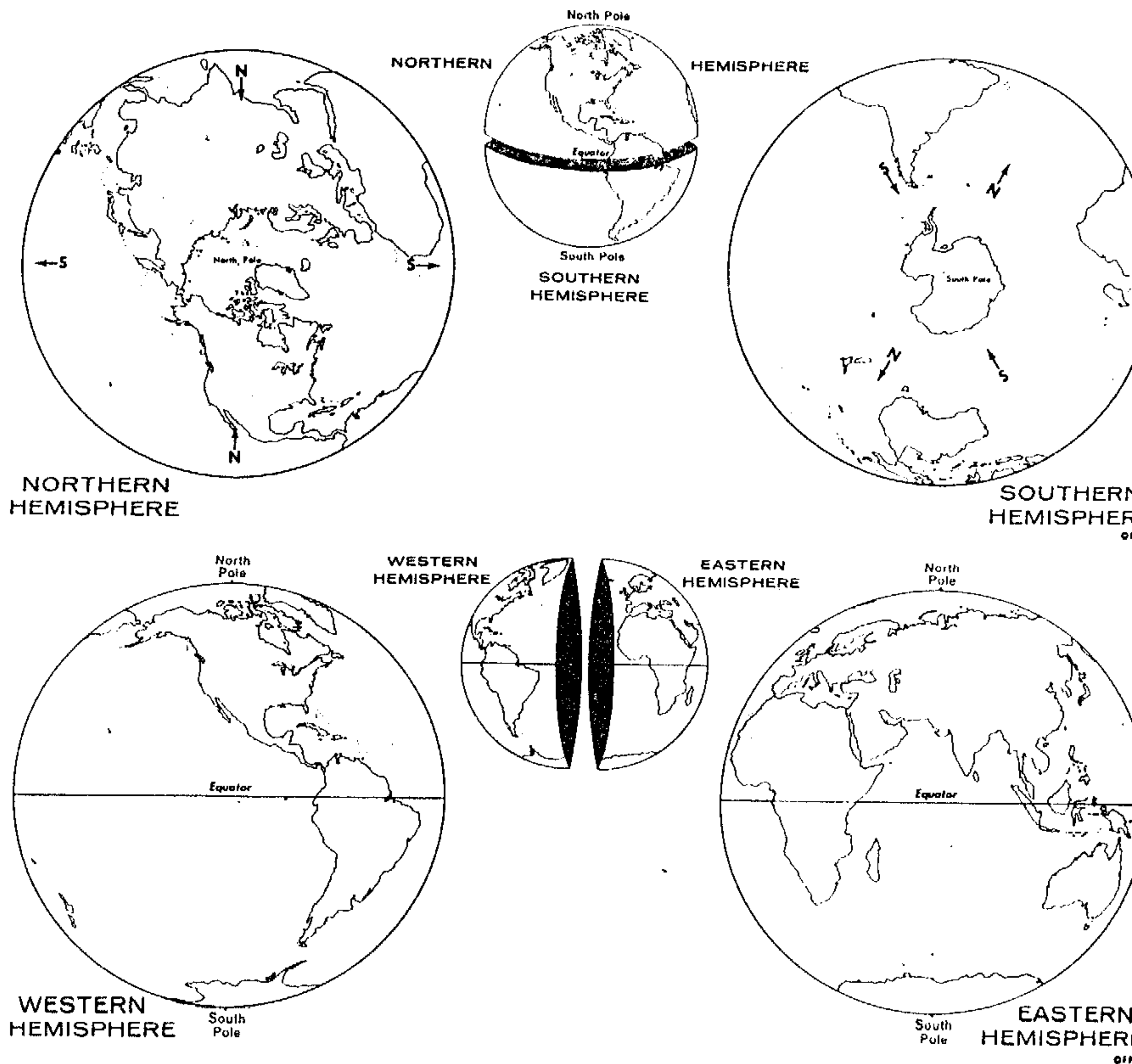



**Figure 1.3** *Latitude and longitude.*

# HEMISPHERES

The Earth may be divided into two equal parts called **Hemispheres.** The word hemisphere means "half of a sphere". Globes are also often divided into two equal parts along a line called the equater. This line is drawn halfway between the North Pole and the South Pole. The earth is thus divided in to North and South Hemisphere. The Northern hemisphere contains more land masses than the southern hemisphere.

There are similar lines running through the North Pole and The South Pole. Then one half is called the Eastern Hemisphere and the other half is called the Western hemisphere. Figure given below.

# The Seasons

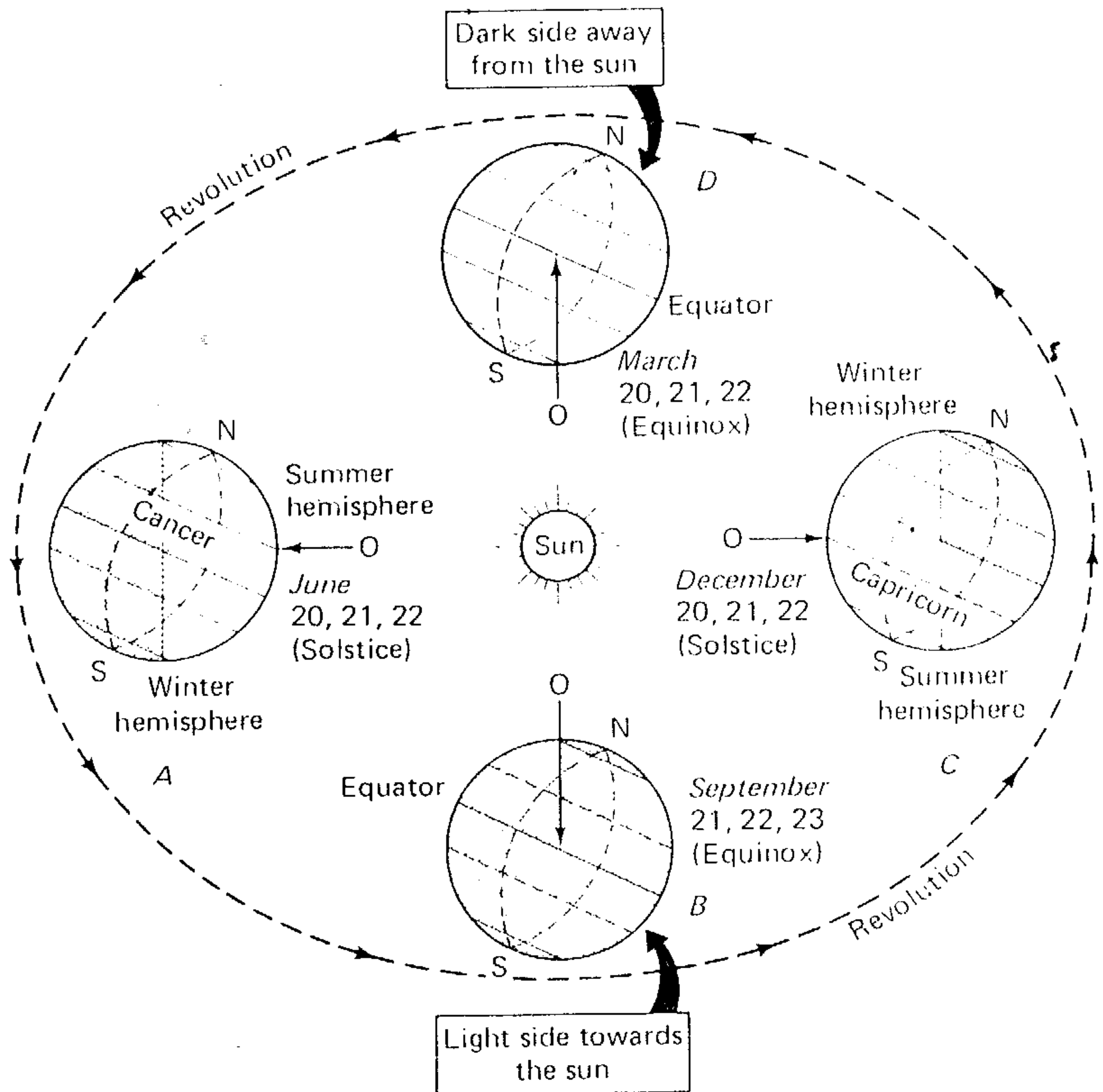
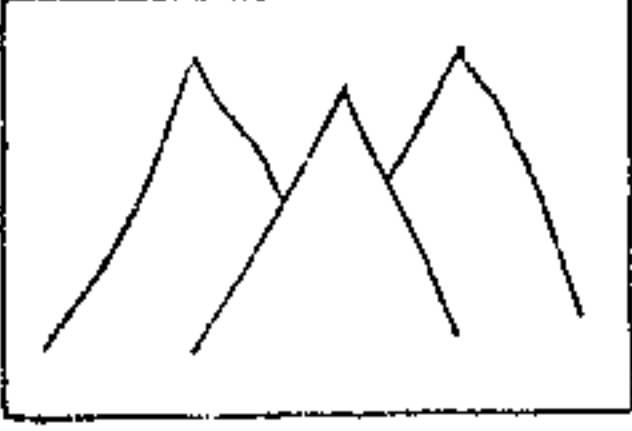
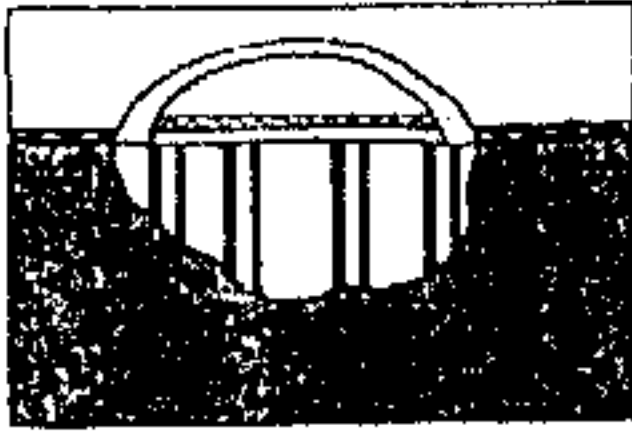
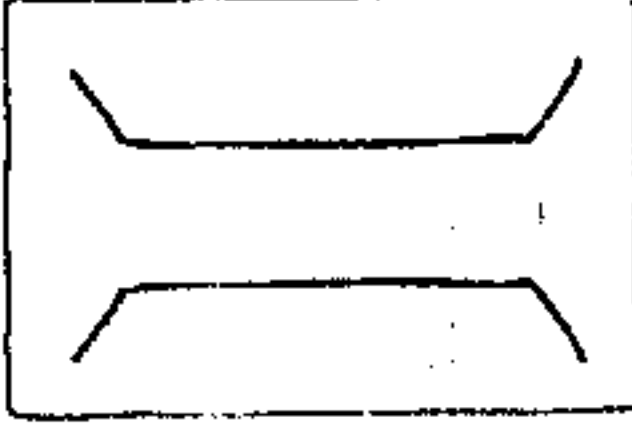
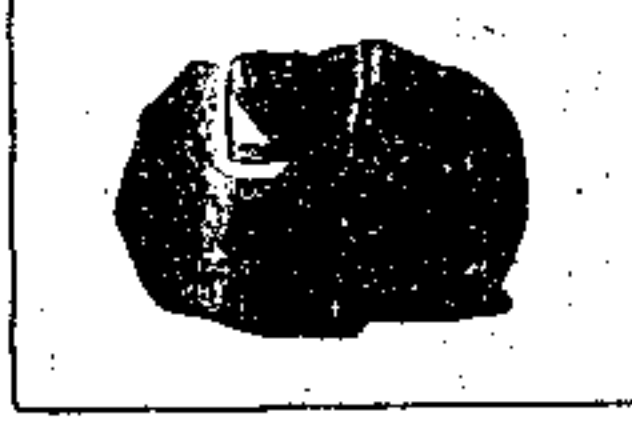



*Fig. 1.4 The seasons. O = position of the overhead sun*

# Map Symbols

FIGURE
Introducing map symbols

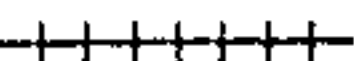
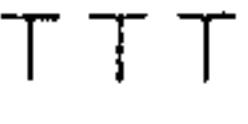
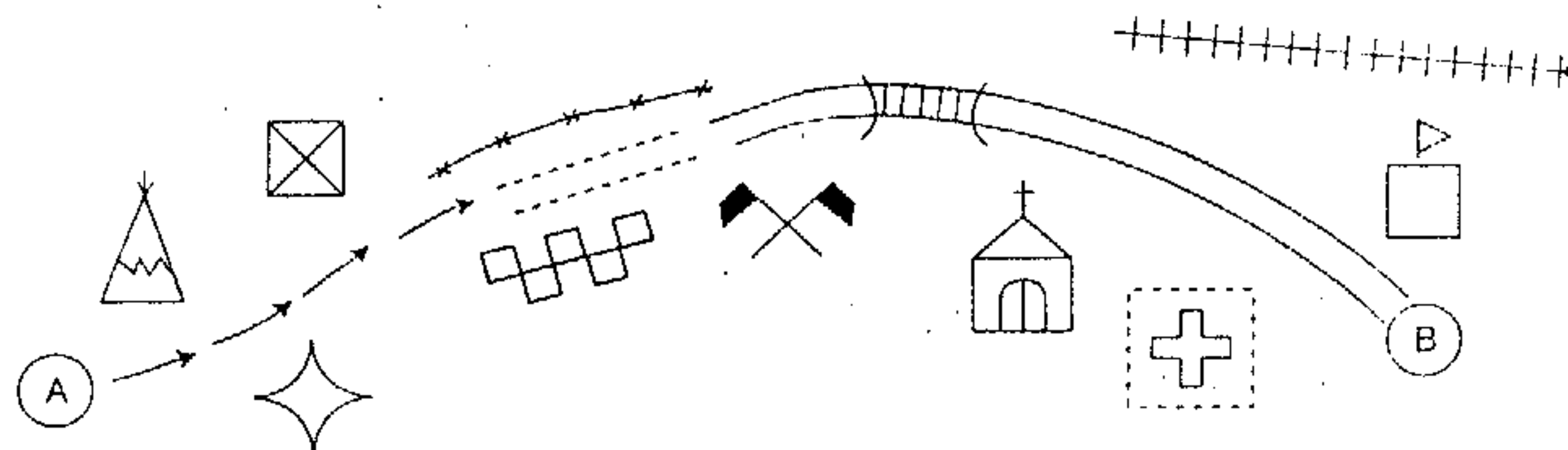
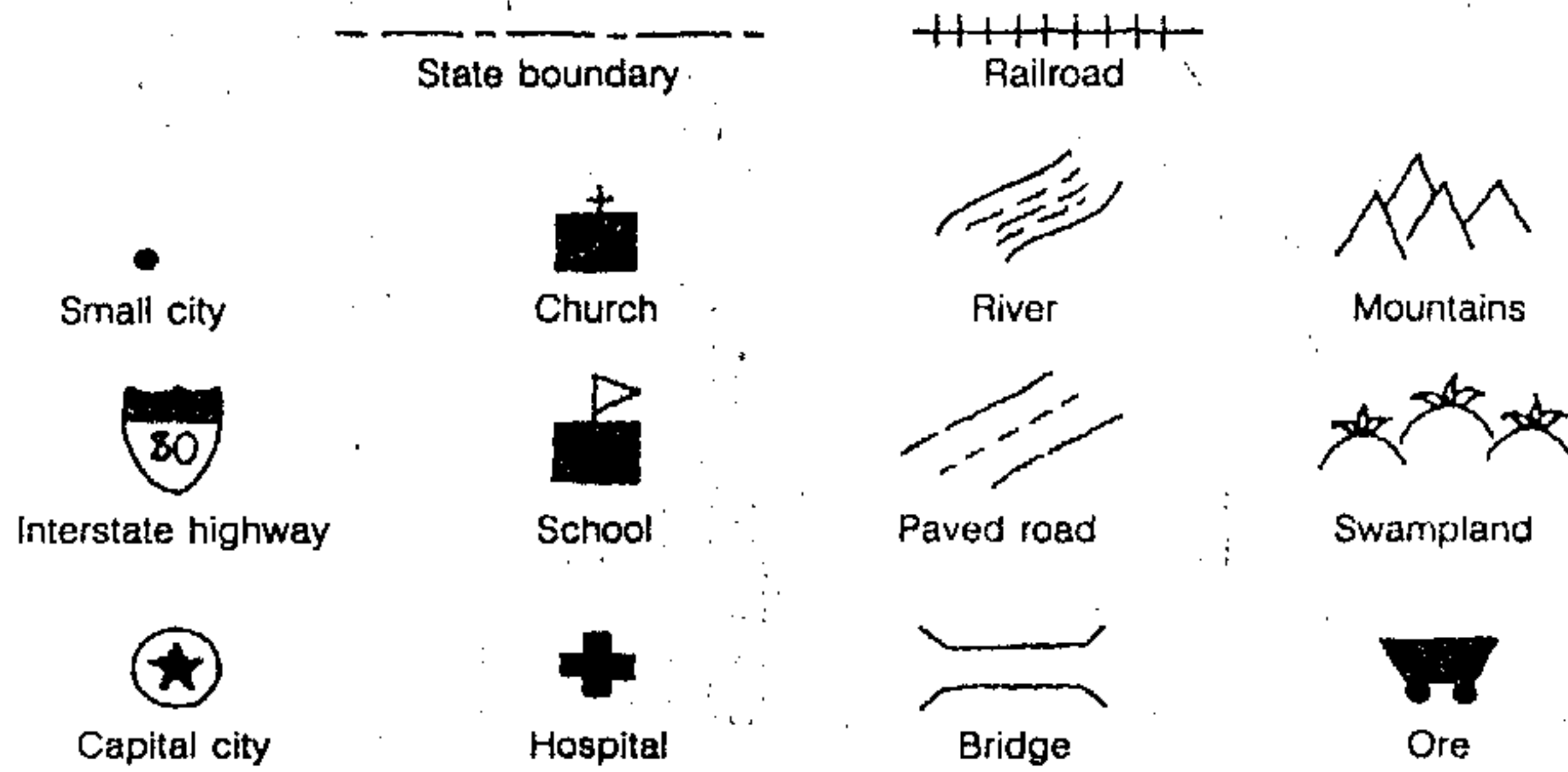
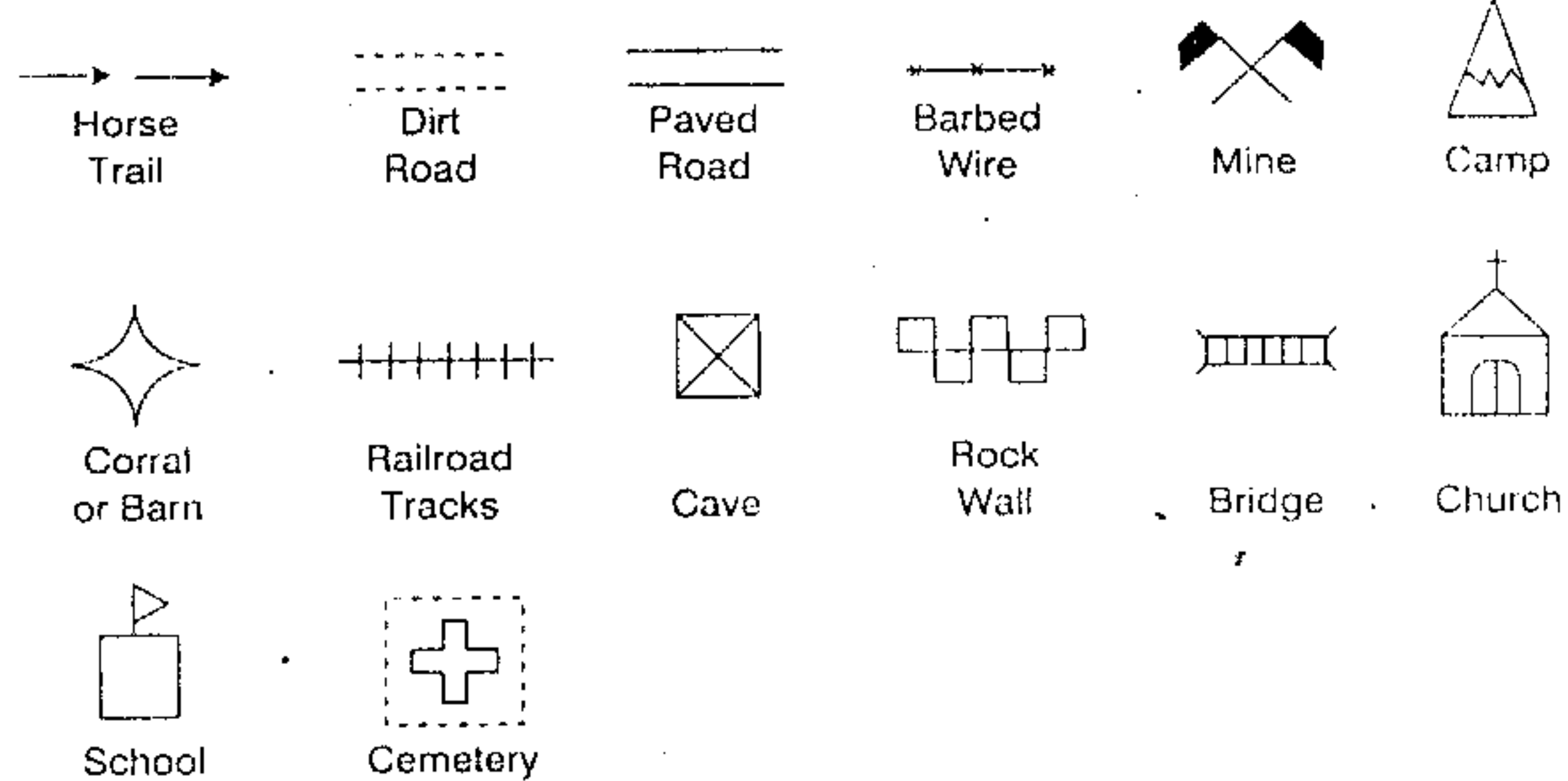



*Figure . Examples of standard symbols used on maps.*

# Map Symbols

Common map symbols for legends

# Using the Globe to Learn about the earth

**Purpose Of the Lesson:** to develop a familiarity with concepts relating to the globe.

**Objective:** The learner will be able to.

- Manipulate a globe and explore it on their own
- Name different parts of the globe
- Identify the divisions of the globe
- Identify the Continents and Oceans on the globe

**Lesson Development:** The teacher directs the following questions to the children.

- What shape is the globe
- Can you find the North Pole? Place your finger on it
- Where is North on a globe?
- Where is South on a globe?
- Is South the opposite direction of North?
- What divides the North from the South?
- Have any of you been to the Equator?
- Is the equator really a line?
- How much of the globe is north?
- How much of the globe is south?
- What is half of a sphere?
- Does anyone know what we call the Northern half of the globe?
- Does anyone know what we call the southern half of the globe?
- How can we tell water from land on the globe?
- Does anyone know what we call these large pieces of land?
- Can you find a continent in the Northern Hemisphere?
- Can you find a continent in the Southern Hemisphere?
- Are there any continents that are in both Hemispheres?

**Summary:**

- How is the globe divided?
- Can you name the parts of the globe we talked about?
- Can you point to the northern Hemisphere ?
- Can you point to the Southern Hemisphere?
- Can you point to a continent?

**Note:** There should be as many globes as possible in order that each child can easily explore and manipulate the globe.

# Globe

## Objective

The basic globe concepts for development in the primary grades are the following.

- To understand the basic roundness of the earth
- To understand the difference between land and water areas.(continent and oceans)
- To begin to locate the poles
- To identify lines of latitude and longitude and the grid system. Equator (north and south hemisphere). Tropic of cancer and Capricorn, article circle, north pole and South Pole.

Activity-1 the student are given the shapes of the continents and asked to place on the map and also to match them with the continents on globe. It is important to memorize the shape of the contents. The names of the continents are placed as labels on the map, and so is the ocean. In the work sheet the students are asked to match the continents and names.

Activity-2 the students make a globe and cut the globe and flatten it to make a map, and then locate the continents and the oceans.

Activity-3 teacher shows the map of Pakistan and ask the students to locate it on the globe with grid system.

**Evaluation:** the teacher observes that the students are not bored with this exercise and the students understand the concept of the globe and the lines on the globe.

# Teaching Suggestions for teachers of Social studies at primary level

The primary grade teacher will have no difficulty finding ways to include elements of geography in social studies. Much of the early geography teaching centers on the landscape of the local community. The primary grade child may experience and observe first hand in the local community various land and water forms-Lakes, Hills, Mountains. Plains, Slopes etc. the teacher should encourage children to explore the various forms of nature plant and animal life and observe the characteristic changes of these with changing seasons of the year. With some help from the teacher, the teacher can build their understanding of ideas such as the following.

1. People adapt themselves to conditions in the environment.
2. Transportation plays an important part in the distribution of food.
3. Nature changes the character of the earth.
4. The same land can be used for many different purposes.
5. Everyday we use things that have come from all over the world.

The opportunities for children to explore geographically in and around the school site should not be overlooked. The imaginative teacher can plan experiences in purposeful exploration in connection with soil, water, water bodies, minerals, rocks, local vegetation and surface features weather and climate present another area of exploration. Children have viewed weather forecasts on television.

The frequency of reference to weather in adult conversations indicates the degree to which weather and climate conditions have an impact on the lives of people. In primary grade classrooms, children will want to have their own charts on which they can record various weather data observed each day. The teacher reads the daily temperature, or the childten report the official daily temperature that they have heard over an early morning radio broadcast. These temperatures can be shown graphically, thereby applying knowledge of numbers and graphs. Over a period of several weeks or months the graph will show the changes occurring in temperatures and seasons of the year. Sensitivity to weather changes will again call attention to the changes in native plant and animal life as well as to the adaptations people make to changing seasons.

The central themes in a Geography program in social studies should focus on: -

1. **Location,** the position on earth surface.
2. **Place,** the physical, human, and observed characteristics that distinguish one setting from another
3. **Relationships within Places,** The advantages and disadvantages that places have for human settlement, and how people have modified or adapted to natural settings.
4. **Movement,** the relationships between and among places through the movement of people ideas and materials.
5. **Regions,** Ares that display unity in terms of selected criteria such as a Governmental unit, a language group or a type of land forms.

These guidelines provide the teachers of social studies to make the learning for various grade levels systematic and methodical.